DOCUMENT RESUME

ED 163 618 EA 011 098

TITLE The Mt. Diablo Individual School Management System "ISMS."
INSTITUTION Mount Diablo Unified School District, Concord, Calif.
PUB DATE Jun 78
NOTE 112p.; Not available in paper copy due to marginal legibility of parts of original document

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Check Lists; *Decision Making; Educational Environment; *Educational Planning; Elementary Secondary Education; Evaluation Methods; Guidelines; Parent Participation; Pilot Projects; Program Evaluation; *School District Autonomy; *School Organization; Staff Improvement; Student Participation; Teacher Participation
IDENTIFIERS *Mt Diablo Unified School District CA

ABSTRACT

The Mt. Diablo Unified School District is in the second year of a pilot program in individual school management in eleven elementary schools, three intermediate schools, and one high school to bring a measurable improvement of learning with existent resources. This is an individual school management system that places educational decision-making as close to the learner as possible through the involvement of teachers, students, and parents, who, with an awareness of the district's broad goals, will have the authority and responsibility to make decisions at school level that reflect the needs of that local school community. A school organizational system should have at least six major components. One group of these includes learning climate, staff development, and decision-making. Planning, organization, and monitoring compose the other group. All six components are important and must be implemented simultaneously. Each of these components is explained in the text, and the extensive appendix contains guidelines and checklists for administrators to use in evaluating how close they are to the objectives. (Author/MLF)

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THE MT. DIABLO

INDIVIDUAL SCHOOL MANAGEMENT SYSTEM

"ISMS"

MT. DIABLO UNIFIED SCHOOL DISTRICT
1936 Carlotta Drive
Concord, California 94519

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James M. Slezak
Superintendent
June, 1978

EA 011 098

PILOT SCHOOLS

Principals

First Year, 1977-78

Joan Thisius, Hidden Valley Elem.
Jeff McCreary, San Miguel Elem.
Bob Boone, Valle Verde Elem.
Lee Peterson, Foothill Inter.
Bill Hansen, Northgate H.S.

Second Year, 1978-79

Bill Gripp, Cambridge Elem.
Roland Johnson, Fair Oaks Elem.
Leonard McClish, Gregory Gardens Elem.
Fred Sullivan, Meadow Homes Elem.
Lorraine Suessmeyer, Pacheco Elem.
Judy Glickman, Pinehaven SMR Sch.
Ed Adams, Pleasant Hill Elem.
Don Wilson, Valhalla Elem.
Alpha Quincy, Riverview Inter.
Ken Richelieu, Diablo Vista-
Pleasant Hill, K-8

District Office

Jim Slezak, Superintendent
Don Russell, Assistant Superintendent, Educational Services
Herb Cole, Assistant Superintendent, Administrative Services
Joe Crawford, Assistant Superintendent, Business Services
Paul Allen, Director, Elementary Schools
Ev Watt, Director, Elementary Schools
Howard Moorman, Director, Intermediate Schools
Lauren Fickett, Director, High Schools
Clark Brown, Director, Pupil Personnel Services
Hank Warnken, Director, Special Education
Ralph Lopez, Director, Community Services
Harvey Wall, Director, Research and Development
Pat Howlett, District Information Officer

INTRODUCTION

The Mt. Diablo Unified School District is in the second year of a pilot program in individual school management in eleven elementary schools, three intermediate schools and one high school to bring a measurable improvement of learning with existent resources.

This is an individual school management system that places educational decision making as close to the learner as possible through the involvement of teachers, students, and parents, who, with an awareness of the district's broad goals, will have the authority and responsibility to make decisions at school level which reflect the needs of that local school community.

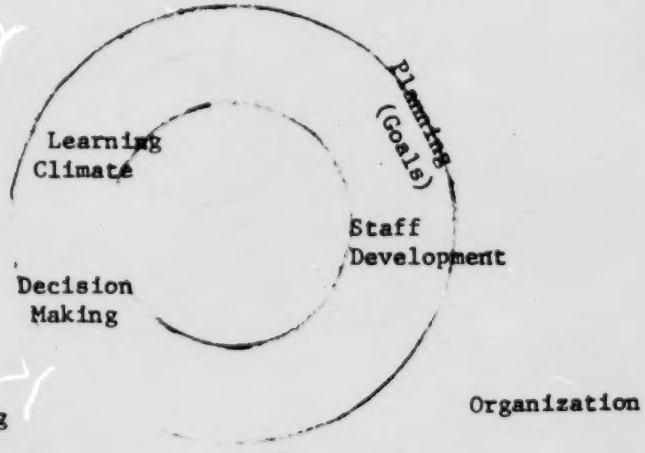
In order to implement the pilot Mt. Diablo Individual School Management System, several basic criteria must be accepted by the Board of Education and district office administration to insure the success of the management system . . . faith and trust in the staff and a tolerance and enthusiasm for diversity of school programs, an in-depth understanding of differing leadership styles of the principals, varied teaching methods of the teachers, and the peculiar learning needs of students. As a result, individuals and groups will be involved in the decision process under the guidance of the principal who becomes the key leader in the individual school management system.

Having an awareness of differences, and confidence in individuals to make decisions, we recognize our teachers as competent professionals. The focus is no longer primarily on finding ways to improve the teacher, but rather upon reducing learning problems and enhancing progress of students by involvement of staff and parents through the leadership of the principal. The teacher's competency is enhanced as a natural consequence of knowledge and skills gained in the problem-solving process. As a director of learning rather than a dispenser of knowledge, the teacher's own growth is measured in terms of relevant changes in the learner.

Acceptance of these criteria will allow greater diversity in educational programming.

PROCESSES TO ACCOMPLISH AN INDIVIDUAL SCHOOL MANAGEMENT SYSTEM

A school organizational system should have at least six major components. One group of these includes climate, staff development and decision making. Planning, organization and monitoring compose the other group. All six components are important and must be implemented simultaneously.



LEARNING CLIMATE

The climate of faith and trust is the foundation of the proposed Mt. Diablo Individual School Management System. These elements must exist reciprocally between the District Office, Board of Education, principal, students, parents, and the school staff for the system to be successful.

In order to establish faith and trust, people must communicate. They need the opportunity to participate and to feel that their ideas and thoughts are important. To facilitate this climate, which places emphasis on individual involvement, a diversified communication program should be available for all personnel at each pilot school.

Development of this component shall be based on the booklet "School Climate Improvement," published by Phi Delta Kappa and utilized previously by the Mt. Diablo Unified School District. The School Climate Profile is a key element and should be administered every three years. Mt. Diablo Unified School District has used an adaptation of this survey at some schools.

A positive school climate is both a means and an end. A good climate makes it possible to work productively toward important goals, such as academic learning, social development, and curriculum improvement.

Usual writings on the characteristics of a good school's program describe the nature of the curriculum and the instructional program. That is, they describe 1) desirable classroom teaching-learning strategies and conditions, and 2) sets of courses and experiences to be offered students within each area of the curricular and extracurricular programs. This management system goes beyond these concerns. It describes in concrete terms facets of the school's climate as they relate to school climate goals; how to assess climate; program, process, and material contributions necessary in a healthy climate; desirable relationships among staff, students, parents and others comprising the school community; and the leadership responsibilities of the school principal serving as the climate leader.

Two goals of the humane school climate are:

> To provide throughout the school a wholesome, stimulating, and productive learning environment conducive to academic achievement and personal growth of youth at different levels of development.
>
> To provide a pleasant and satisfying school situation within which young people can live and work.

These primary goals focus on the young people for whom schools exist. A corollary is provision of a stimulating and productive environment for the adults of the school community -- the staff and parents.

To summarize, these goals or outgrowths of a school climate can best be characterized as productivity and satisfaction. One without the other is insufficient. Figure 1-1 illustrates the goals.

(Figure 1-1)

PRODUCTIVITY
of Students and Educators

Achieving basic skills

Developing constructive attitudes

Development and expanding an adequate knowledge base

Clarifying values and purposes

Utilizing inquiring and problem-solving processes

SATISFACTION
on the Part of Students and Educators

Gaining a sense of personal worth

Enjoying school as a pleasant place to live and work

Gaining rewards from participation in worthwhile activities

SCHOOL CLIMATE GOALS

The job of the principal as a climate leader is to provide leadership and an accountability system consistent with the school's philosophy for school-based task forces of staff, administrator, parents, and students. In working with colleagues and the school's clientele, he provides the basic leadership for:

1. Assessing school climate improvement needs.
2. Setting goals to describe needed improvements.
3. Reducing goals to manageable projects with measurable objectives.
4. Devising strategies for attaining the objectives.
5. Implementing these strategies.
6. Evaluating progress by establishing check points and periodically monitoring achievements through cooperatively determined systems and instruments.
7. Improving each project in light of evaluative processes.

The school climate profile is designed to serve two purposes: (1) to provide a convenient means of assessing the school's climate factors and determinants so that initial decisions can be made about priority targets for improvement projects, and (2) to serve as a benchmark against which a school may measure climate change.

It includes a sample of five indicators for each of the climate factors and determinants. Since it does not pretend to include an item on every indicator that might be important, the instrument is more valuable as an overall school climate assessment tool than as a definitive or exhaustive survey. It can provide data to help in deciding what factors and determinants of the climate should be looked at more intensively.

Data gained from this instrument will be much more powerful if gathered from people who see the school from different perspectives. Therefore, plans should be made to gather data from teachers, students, administrators, support staff members, and parents.

Data based on people's perceptions of how things are or how they feel about them are important. Most behavior is motivated by the individual's perceptions of reality. It should be clear, however, that other kinds of information, such as obtained from observation or behavioral analysis, would also be useful as part of a more extensive diagnostic effort.

The data provided by this profile can be analyzed in a number of interesting ways. Among them are:

1. Which climate factors or determinants are lowest on the scale? Which are highest? Perhaps the lowest ones should be considered as candidates for climate improvement projects.

2. For which climate factors or determinants are the discrepancies between what is and what should be the largest? If there is a large discrepancy, perhaps the reasons for the dissonance should be examined.

3. Are there marked discrepancies between how one role group ranks a climate factor of determinant from the way it is ranked by another role group (either regarding what is or what should be)? If so, those discrepancies furnish stimulus for further discussion and examination.

The concept of school climate improvement does not deemphasize skills, attitudes, and knowledge students gain through studies in academic areas such as language arts, social studies, mathematics, and science. It suggests that the most efficient learning programs occur in a wholesome and humane school climate.

DECISION MAKING

Having confidence in others to make decisions is an integral part of the Mt. Diablo Individual School Management System. This belief brings with it the acknowledgment that there will be shared decision making through total staff involvement, which requires more time, tolerance, and ultimately encourages groups to recognize individuality and minority group opinions. The recognition and satisfaction that results through shared decision making should bring measurable progress in educational programs at each pilot school.

Schools will differ in their approaches to decision making, however all schools will involve staff, parents and students in the process through the leadership of the principal and will implement their decision making by using such instruments as: Decision Analysis Chart for Superintendent/Board, Decision Analysis Chart for School Principals, and School Decision-Making Chart. These three instruments will help clarify decisions to be made at the district and school levels as well as within the school.

Techniques which might be used by individual schools are: Guidelines for Effective Decision-Making Meetings, Delphi Process, Forced Field Technique, and Nominal Grouping/Forced Prioritizing.

STAFF DEVELOPMENT

The success of this component for the Mt. Diablo Individual School Management System will come from the recognition and acceptance of varying teaching and leadership styles. Individual school programs will be developed around the varied competencies of staffs.

In order to determine the basis for each individual school's staff development plan, the needs of the management, teaching and classified support staff have been assessed. The program starts with employee and is subject to review by immediate supervisor, tied in with Learning Climate, Academic Program Data, as well as employee's self-assessment of professional needs.

A variety of opportunities should be offered to each staff member according to the results of identified needs. Staff development programs will be available for large groups, small collegial groups and individual study through a combination of: university classes, district-sponsored classes, adult education, individually planned programs, resource staff from local school staffs as well as district staffs and intradistrict and interdistrict visitation.

PLANNING

Planning is a shared process which should involve all facets of decision making at school and district levels.

The Board of Education goals adopted in 1972 served as an umbrella under which schools' instructional goals and objectives are set. All decisions at school level must reflect efforts to implement Board of Education goals as listed in the Appendix of this booklet.

In an effort to give the Superintendent and Management Team clearer direction and establish a manageable number of goals, the Board and the 13 member Superintendent's Cabinet at their March retreat establish, through a Delphi process, the Superintendent's short term (1 year) and long term (3-5 years) goals. The goals are prioritized with the top five or six goals translated into performance objectives. The 52 Principals also use the same Delphi process to establish the Superintendent's goals in June of the school year and the rest of the 200 member management team does the Delphi Process for Superintendent's goals in the pre-school August workshop.

At school site level, planning centers around the monitoring results of the learning climate survey, academic test data, staff development surveys, site council direction, and the cooperatively developed Superintendent's Goals.

The planning component of the management system is carried out under the broad goals established by the Board of Education but systematically translated by district and site level personnel into a manageable number of performance objectives that are influenced by monitoring data derived from the other five component areas of the Mt. Diablo "ISMS."

ORGANIZATION

The Mt. Diablo Individual School Management System implies that most decisions are made at school level by involving parents, attendance area citizens, students, and staff through the leadership of the principal in a school site council. Each school must have a School Site Council which has an advisory role with the principal. The existing parent, student, and staff organizations continue to function normally but send representatives to the School Site Council. All other advisory groups established by state of federal projects become sub-groups of the School Site Council.

The local school, Board and Superintendent utilize monitoring instruments cooperatively determined to reassure themselves that all is well at each school. In this way both the school and district level personnel gain comfort in knowing exactly what is expected of the school program with the emphasis on product leaving the daily process and operation to school level.

All personnel and financial resources are allocated to the schools on the existing Board-adopted formula basis. However, this plan allows the school the authority to reallocate resources on the basis of their priorities and needs to solve problems and improve program.

A major element of this plan is to devise ways for the local school to increase their financial resources through direct efforts to increase the ADA during the regular year and summer school, as well as adult school. Plans will be worked out with each of the schools so all increased ADA money is returned directly to the school and not the district general fund. A vandalism account will be established for each school to be allocated to a student fund when vandalism is reduced from previous levels.

The Mt. Diablo "ISMS" relies on the Principal as the key manager. In response to the 52 principals that they had little influence in communication and decision-making with the district office and the Board of Education, plus their criticism that district office administrators had not been in site level positions for the last decade, the district office was reorganized July 1, 1977 at no additional administrative cost.

The thirty-five elementary principals nominated five of their colleagues and the nine intermediate and eight high school principals nominated three colleagues from each group. The assistant superintendents and superintendent then selected two elementary, one intermediate and one high school principal from each group.

These four principals serve staggered three-year terms as Directors of Elementary, Intermediate and High Schools. They serve full-time at the district office at their same salary and become full members of the Superintendent's Cabinet, Management Negotiating Team, and attend Board of Education meetings, both public and private.

To enhance two-way communication and decision-making, the Superintendent's Cabinet meets Tuesday mornings, the Board of Education on Tuesday nights, and the four "principal" directors meet on Wednesday and Thursdays with their colleagues, mostly on nonschool time (the elementary principals in two regional areas). This type of organization provides a one week tightly structured decision-making cycle giving principals input and participation in all levels of decision-making.

All decisions of the district and school must be within the limits of the Education Code, Board policy, and negotiated employee contracts. It is desirable that both employee and Board of Education negotiators allow individual schools wide latitude in decision making by including a local school decision-making process in the contract and not the specific formulas or details for operating the school.

MONITORING

Monitoring is an essential component of all organizations, which to be effective must encompass all aspects of the system. A variety of methods directed toward the support and enhancement of all personnel and programs will be included as they are mutually determined by the local school and Superintendent.

1. Program

   The School Climate Profile is suggested to monitor the affective domain which will give indications of individuals' feelings as they relate to the individual school's learning process and their relationships with others. The cognitive domain will be monitored through a mutually developed academic testing program. This may consist of the State's testing program and the district's and teachers' pre and post individual student testing, as well as Criterion Reference testing.

2. Personnel

   Schools involved in this individual management school system should utilize a comprehensive, reciprocal personnel evaluation system. The Board and District Administrative staff use a Delphi evaluation process using the phrases "I like---" "I wish you would---." The process guarantees anonymity for subordinates evaluating their managers.

3. Money

   The financial phase of monitoring includes the distribution of expenditure print-outs for schools and departments within the first ten days of each month. The Superintendent and Assistant Superintendent of Business receive the district print-out to assist principals and department heads to balance their programs, which provides a check and balance of the financial system.

4. Parent Opinion Survey (being developed)

   The final aspect of the monitoring system should be an annual one-page Opinion Survey for parents, students and staff adopted from materials to be developed by the pilot schools, Superintendent, and the Board of Education.

CONCLUSION

These six components of the Mt. Diablo Individual School Management System, operating simultaneously, should produce an educational organization that is exciting, challenging and innovative.

The success of this program lies in the acceptance of a change in management philosophy. This will occur by building a climate of faith and trust through tolerance and enthusiasm for diversity in program, leadership styles and the results of shared decision making. All of this moves towards the ultimate goal of a total school district learning management system that places educational decision making as close to the learner as possible.

APPENDIX

		Pages
I.	BASIC PHILOSOPHY	
	Failure is to Build On	9-10
	Values, Man and Organizations	11
	Ten Primary Factors to Achieve Systemwide Change	12
II.	LEARNING CLIMATE	
	School Climate Profile	13-19
	Summary of School Climate Profile	20-22
III.	DECISION-MAKING	
	Decision Analysis Chart for Superintendent-Board	23-31
	Decision Analysis Chart for School Principals	32-40
	School Decision-Making Chart	41
	Guidelines for Effective Meetings	42-52
	Delphi Process	53-54
	Force Field Technique	55
	Nominal Grouping	56
IV.	STAFF DEVELOPMENT	
	Management Self-Assessment Inventory	57-60
	Management Self-Assessment Inventory Results	61-66
	Teacher Self-Assessment Inventory	67-71
V.	PLANNING	
	Board of Education Goals	72-73
	Superintendent Goals	74-79
	ISMS Summary Chart	80
VI.	ORGANIZATION	
	Table of Organization (Partial)	81
	Establishing a Site Council	82-85
VII.	MONITORING	
	Needs Assessment Summary	86-87
	Individualized Self-Assessment	88
	Competencies of the School Administrator	89-91
	Board of Education Effectiveness	92-96
	Parent Survey	97

I. BASIC PHILOSOPHY

FAILURE IS TO BUILD ON

Failure can be a great learning experience. It can also be totally destructive of confidence and morale. How do you view your own failures? More important, how do you react to the failures of your subordinates and associates?

Most of us say we want creative innovations in our organizations. We often claim we decentralize and delegate to help stimulate innovation. But to change is to risk, and implicit in risk is the possibility of failure. When we create a climate for change, we are also creating a situation of potential failure. To attempt great changes is to incur great risks--and the possibility of great failures. Professional managers realize this and try always to balance potential gains against potential costs. The failures, when they come, are not a surprise.

To fail is to learn

To risk is to fail, at least sometimes, and to fail is to learn. If a professional manager fails, he asks, "Did I learn anything?" If the failure is another's, he asks, "How can I help heal the wound?" or "Can I help make the failure a worthwhile experience and, thereby, in a small way, a success?" He knows, too, that the crazy idea of today may be tomorrow's successful product or service.

All acorns do not become great oaks. Nor are all thoughts the seeds of grand ideas. Daring people to dream and making no allowance for bad dreams is unrealistic. Managers who have never dreamed cannot share the dreams of others. And managers who have never risked have rarely foregone certainty. For such managers, failure is unacceptable, intolerable. Often they are perfectionists and make failure inevitable. Perfection is an ideal to be sought - within reason. Seldom, however, is it worth its cost, and half a loaf is usually better than no bread at all.

They failed, I failed

To be tolerant of the shortcomings of others is often to be tolerant of our own. When a subordinate fails, we often see only his failure. But we have failed, too. The people we have hired brought their weaknesses with them, weaknesses we should have seen. When mistakes happen on our team, we must recognize that the potential for failure was always there, but we failed to see it.

Managers often create "failures" by their decisions. Well-staffed and managed organizations have highly qualified and motivated people. Given the parochialism of these managers, it is inevitable that they will often recommend conflicting courses of action for the organization. They may be pursuing exactly the same long-range objectives but may find themselves at odds in everyday activities. The salesperson says extend credit and make the sale; the credit department says receivables are too high. No matter what decision the manager makes, one of these--or perhaps both--will feel he has failed. The manager who is seeking a balanced approach may consider his decision correct but at least one of his subordinates would consider it a mistake. Such win-lose decisions involving his subordinates are part of every manager's life. But taking the time to explain the basis for his decision to those involved may eliminate their feelings of failure and may build their morale.

No manager can build an effective organization if his employees feel a pervasive fear of failure. Such a fear reduces mistakes of commission by minimizing efforts to change and improve. But a fear of failure increases the far more costly and serious mistakes of omission, the failures caused by not doing the important new things that should have been done if the organization is to grow and thrive.

In situations suffused with the black dread of failure, the famous quotation of Samuel Johnson may apply: "When a man knows he's to be hanged in a fortnight, it concentrates his mind wonderfully." The man or woman who knows that even little mistakes will lead to painful reprisals may so concentrate on avoiding error that he or she busily accomplishes very little.

A responsibility to succeed

Accepting the reality of--the need for--failures does not free us as managers from our responsibility for ensuring that most things are done right--and succeed. The issue is one of balance. The successful manager is neither an insensitive perfectionist nor a soft-hearted--and soft-headed--nurturer of inadequacy. He is a fair-minded and reasonable seeker of beneficial changes for his organization and its people. He is strong enough to identify and criticize mistakes, but he does it constructively and with the objective of helping the individual to begin again, to learn, and to grow. Often, a timid unwillingness to criticize honestly and openly reflects a desire to have "peace at any price." Experience shows that this posture rarely produces peace--but always raises the price.

American Management Magazine

VALUES, MAN, AND ORGANIZATIONS

We recognize that the values to which we hold are not absolutes - they represent directions rather than final goals. Some of the trends:

1. Away from a view of man as essentially bad toward a view of him as originally and basically good.

2. From resisting and even fearing individual differences toward accepting and creatively utilizing them.

3. From hiring and utilizing an individual primarily with reference to his job description to viewing him as a whole person.

4. From walling-off the expression of feelings to making possible both their appropriate expression and their effective use.

5. From maskmanship and game-playing toward authentic behavior.

6. From the use of status for maintaining power and personal prestige toward the use of status for organizationally-relevant purposes.

7. From the distrust of people toward trusting them.

8. From the avoidance of risk-taking toward the willingness to risk.

9. From a primary emphasis on competition to a much greater emphasis on collaboration.

TEN PRIMARY FACTORS NEEDED TO ACHIEVE SYSTEMWIDE CHANGE

Productivity Researchers have identified ten primary factors that need to be taken into account if an organization is to achieve the systemwide changes that are essential to raising its productivity and improving its performance. Paraphrased, these are:

1. Employee compensation tied to performance and to sharing in productivity gains.
2. Participation of workers in decisions affecting their own and related jobs.
3. Job enlargement, including challenge, variety, wholeness, and self-regulation.
4. Employees' sense of involvement in the total organization.
5. Adequate safety conditions, pay, fringe benefits, and working conditions.
6. Simplification of channels of communication and authority.
7. Resources at workers' disposal to facilitate work effectiveness and reduce frustration associated with getting the job done.
8. Improved work methods that have involved workers in their planning and production.
9. Opportunities for greater employee "stewardship," that is, direct care of and attention to customer/client/co-worker needs.
10. Allowance for flexibility in relation to type of incentive and authority patterns.

Even if it were possible to design a single program that would deal with all ten factors at once, the program would have to be modified to meet the unique conditions in each organization.

II. LEARNING CLIMATE

School Climate Profile

_____
School

I am a

___ Student
___ Teacher
___ Parent (additional copy available at school)
___ Secretary, Custodian, or Other Classified Staff
___ Administrator in the School

School climate can be defined in many different ways. The questions to which you will respond explain the nature and the meaning of the term school climate. Many different groups and individuals are responding to this survey. All responses will be tabulated and will therefore contribute to a better understanding of the feelings and opinions you have about the school.

Please place two check marks for each item. The first rating, on a scale of 1 - 4, asks you to indicate your opinion about "What is" seen at the school by you at this time. The second rating, on a scale of 1 - 4, asks that you indicate your opinion of "What should be" emphasized in the conduct of the school's program.

SCHOOL CLIMATE PROFILE

PART A GENERAL CLIMATE FACTORS	WHAT IS:				WHAT SHOULD BE:			
	Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4	Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4
1. In this school low-achieving students are respected.	—	—	—	—	—	—	—	—
2. Teachers treat students as persons.	—	—	—	—	—	—	—	—
3. Parents are considered by this school as important contributors.	—	—	—	—	—	—	—	—
4. Students can count on teachers to listen to their side of the story and to be fair.	—	—	—	—	—	—	—	—
5. This school makes students enthusiastic about learning.	—	—	—	—	—	—	—	—
6. Attendance is good; students stay away only for urgent and good reasons.	—	—	—	—	—	—	—	—
7. I like working in this school.	—	—	—	—	—	—	—	—
8. I feel that my ideas are listened to and used in this school.	—	—	—	—	—	—	—	—
9. Teachers in this school are "out in front" seeking better ways of teaching and learning.	—	—	—	—	—	—	—	—
10. Students feel that the school program is meaningful and relevant to their present and future needs.	—	—	—	—	—	—	—	—
11. The principal is growing and learning too—seeking new ideas.	—	—	—	—	—	—	—	—
12. Administration and teachers collaborate toward making the school run effectively; there is little administrator-teacher tension.	—	—	—	—	—	—	—	—

	WHAT IS:				WHAT SHOULD BE:			
	1 Almost Never	2 Occasionally	3 Frequently	4 Almost Always	1 Almost Never	2 Occasionally	3 Frequently	4 Almost Always
13. Differences between individuals and groups (both among faculty and students) are considered to contribute to the richness of the school; not as divisive influences.	—	—	—	—	—	—	—	—
14. When a problem comes up, this school has procedures for working on it; problems are seen as normal challenges; not as "rocking the boat."	—	—	—	—	—	—	—	—
15. When a student comes along who has special problems, this school works out a plan that helps that student.	—	—	—	—	—	—	—	—
16. When new programs are introduced, careful effort is made to adapt them to the particular needs of this community and this school.	—	—	—	—	—	—	—	—
17. There is someone in this school that I can always count on.	—	—	—	—	—	—	—	—
18. The principal really cares about students.	—	—	—	—	—	—	—	—
19. I think people in this school care about me as a person; are concerned about more than just how well I perform my role at school (as student, teacher, parent, etc.).	—	—	—	—	—	—	—	—
			☐				☐	

PART B

PROGRAM DETERMINANTS

		WHAT IS:				WHAT SHOULD BE:			
		1 Almost Never	2 Occasionally	3 Frequently	4 Almost Always	1 Almost Never	2 Occasionally	3 Frequently	4 Almost Always
20.	This school places enough emphasis upon reading, writing and arithmetic.	—	—	—	—	—	—	—	—
21.	Enough attention is given to those students with low ability.	—	—	—	—	—	—	—	—
22.	Enough attention is given to the students with high ability.	—	—	—	—	—	—	—	—
23.	Enough attention is given to the average student.	—	—	—	—	—	—	—	—
24.	Each student's special abilities (intellectual, artistic, social or manual) are challenged.	—	—	—	—	—	—	—	—
25.	Teachers use a wide range of teaching materials and media.	—	—	—	—	—	—	—	—
26.	Teachers know students as individuals.	—	—	—	—	—	—	—	—
27.	Many opportunities are provided for learning in individual and small-group settings, as well as in classroom-sized groups.	—	—	—	—	—	—	—	—
28.	Students have opportunity to choose teachers whose teaching styles are supportive of the students' learning style.	—	—	—	—	—	—	—	—
29.	Teachers and administrators have planned individualized inservice education programs to support their own growth.	—	—	—	—	—	—	—	—
30.	The school's program is appropriate for ethnic and minority groups.	—	—	—	—	—	—	—	—
31.	Students are given alternative ways of meeting curriculum requirements.	—	—	—	—	—	—	—	—
32.	Extracurricular activities appeal to each of the various subgroups of students.	—	—	—	—	—	—	—	—
33.	The school's program encourages students to develop self-discipline and initiative.	—	—	—	—	—	—	—	—

PART B — 2

	WHAT IS:				WHAT SHOULD BE:			
	1 Almost Never	2 Occasionally	3 Frequently	4 Almost Always	1 Almost Never	2 Occasionally	3 Frequently	4 Almost Always
34. Those few students who need close supervision and high structure do not feel "put down."	—	—	—	—	—	—	—	—
35. Faculty and staff want to help every student learn.	—	—	—	—	—	—	—	—
36. The school operates under a set of rules which were worked out with students, teachers, parents, and administration—all participating.	—	—	—	—	—	—	—	—
37. Rules are few and simple.	—	—	—	—	—	—	—	—
38. Discipline (punishment) when given is fair and related to violations of agreed-upon rules.	—	—	—	—	—	—	—	—
39. The grading system rewards each student for her effort in relationship to her own ability.	—	—	—	—	—	—	—	—
40. Students know the criteria used to evaluate their progress.	—	—	—	—	—	—	—	—
41. The principal is aware of and lets staff members and students know when they have done something particularly well.	—	—	—	—	—	—	—	—
			☐				☐	

PART C

PROCESS DETERMINANTS

	WHAT IS:				WHAT SHOULD BE:			
	1 Almost Never	2 Occasionally	3 Frequently	4 Almost Always	1 Almost Never	2 Occasionally	3 Frequently	4 Almost Always
42. Problems in this school are recognized and worked upon openly; not allowed to slide.	–	–	–	–	–	–	–	–
43. If I have a school-related problem, I feel there are channels open to me to get the problem worked on.	–	–	–	–	–	–	–	–
44. This school has set some goals as a school for this year and I know about them.	–	–	–	–	–	–	–	–
45. In this school people with ideas or values different from the commonly accepted ones get a chance to be heard.	–	–	–	–	–	–	–	–
46. This school believes there may be several alternative solutions to most problems.	–	–	–	–	–	–	–	–
47. In this school the principal tries to deal with conflict constructively; not just "keep the lid on."	–	–	–	–	–	–	–	–
48. Teachers are available to students who want help.	–	–	–	–	–	–	–	–
49. I have influence on the decisions within the school which directly affect me.	–	–	–	–	–	–	–	–
50. The student government makes important decisions.	–	–	–	–	–	–	–	–
			☐				☐	

PART D

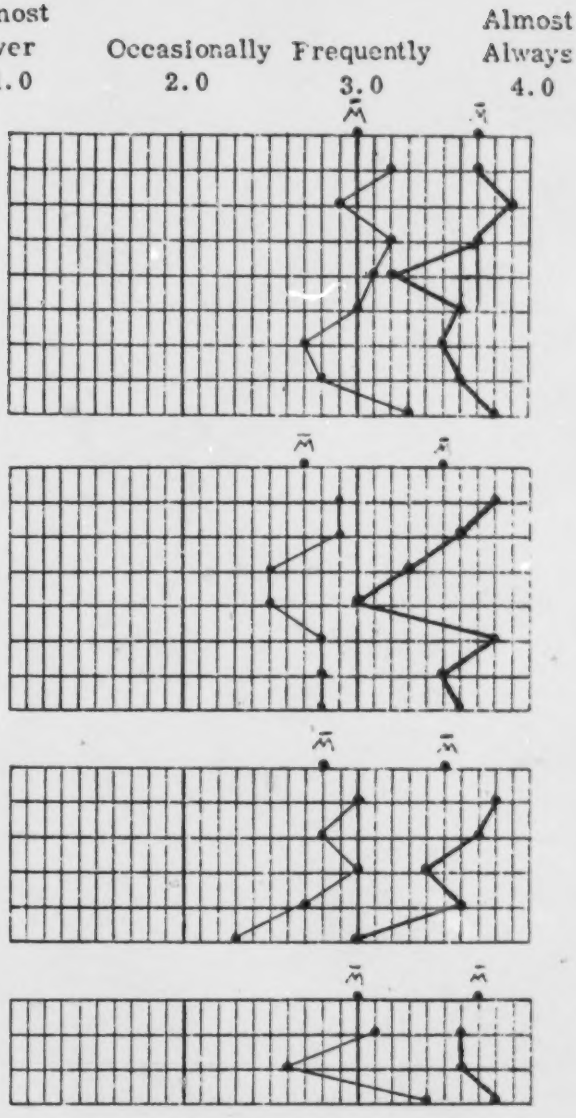
MATERIAL DETERMINANTS

	WHAT IS:				WHAT SHOULD BE:			
	Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4	Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4
51. Curriculum materials used in this school give appropriate emphasis and accurate facts regarding ethnic and minority groups, and sex roles.	–	–	–	–	–	–	–	–
52. Teachers and students are able to get the instructional materials they need at the time they are needed.	–	–	–	–	–	–	–	–
53. This school provides opportunities for teachers to be involved in developing the budget and deciding upon priorities for resources needed in their program.	–	–	–	–	–	–	–	–
54. Simple procedures exist for the acquisition and use of resources.	–	–	–	–	–	–	–	–
55. It is pleasant to be on this campus; it is kept clean and in good repair.	–	–	–	–	–	–	–	–
56. Students and staff are proud of their school plant and help to keep it attractive.	–	–	–	–	–	–	–	–
			☐				☐	

SUMMARY OF SCHOOL CLIMATE PROFILE

For Hidden Valley School

Role Group School Site Council



A. General Climate Factors
   1. Respect
   2. Trust
   3. High Morale
   4. Opportunities for Input
   5. Continuous Academic & Social Growth
   6. Cohesiveness
   7. School Renewal
   8. Caring

B. Program Determinants
   1. Opportunities for Active Learning
   2. Individualized Performance Expecta.
   3. Varied Learning Environments
   4. Flexible Curric. & Extracurric. Activ.
   5. Appropriate Support to Learner
   6. Rules Cooperatively Determined
   7. Varied Reward Systems

C. Process Determinants
   1. Problem Solving Ability
   2. Improvement of School Goals
   3. Identifying & Working with Conflicts
   4. Effective Communications
   5. Involvement in Decision Making

D. Material Determinants
   1. Adequate Resources
   2. Supportive & Ffficient Logistical System
   3. Suitability of School Plant

WHAT IS: ——

WHAT SHOULD BE: ——

$\bar{M}$ represents Mean of Scores within Major Category

Surveys tallied: 14

SUMMARY OF SCHOOL CLIMATE PROFILE

For Hidden Valley School

Role Group Teachers

Almost Never 1.0	Occasionally 2.0	Frequently 3.0	Almost Always 4.0

A. General Climate Factors
   1. Respect
   2. Trust
   3. High Morale
   4. Opportunities for Input
   5. Continuous Academic & Social Growth
   6. Cohesiveness
   7. School Renewal
   8. Caring

B. Program Determinants
   1. Opportunities for Active Learning
   2. Individualized Performance Expecta.
   3. Varied Learning Environments
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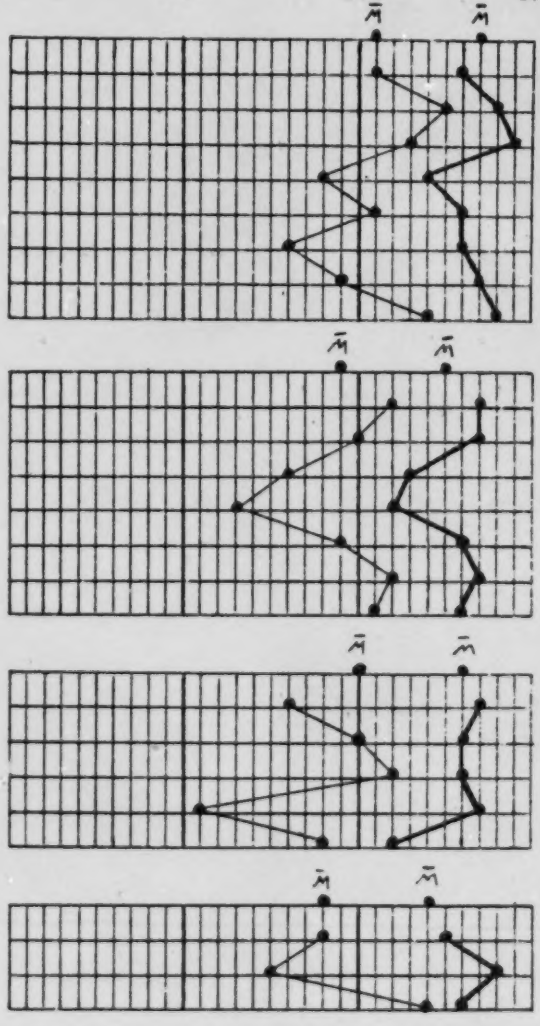
C. Process Determinants
   1. Problem Solving Ability
   2. Improvement of School Goals
   3. Identifying & Working with Conflicts
   4. Effective Communications
   5. Involvement in Decision Making

D. Material Determinants
   1. Adequate Resources
   2. Supportive & Efficient Logistical System
   3. Suitability of School Plant



WHAT IS:———
WHAT SHOULD BE:———
$\bar{M}$ represents Mean of Scores within Major Category
Surveys tallied: 30

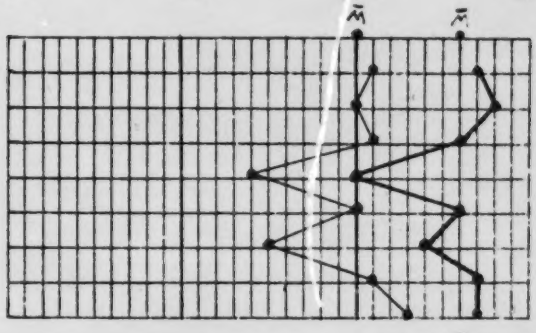
SUMMARY OF SCHOOL CLIMATE PROFILE

For Hidden Valley School

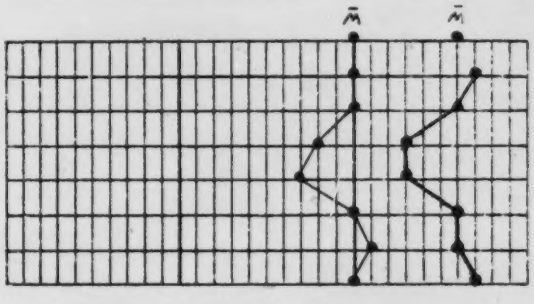
Role Group Parents

Almost Never 1.0	Occasionally 2.0	Frequently 3.0	Almost Always 4.0

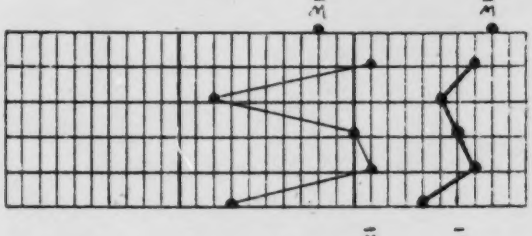
A. General Climate Factors
   1. Respect
   2. Trust
   3. High Morale
   4. Opportunities for Input
   5. Continuous Academic & Social Growth
   6. Cohesiveness
   7. School Renewal
   8. Caring



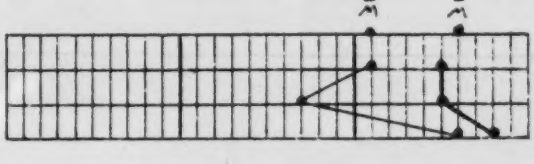
B. Program Determinants
   1. Opportunities for Active Learning
   2. Individualized Performance Expecta.
   3. Varied Learning Environments
   4. Flexible Curric. & Extracurric. Activ.
   5. Appropriate Support to Learner
   6. Rules Cooperatively Determined
   7. Varied Reward Systems



C. Process Determinants
   1. Problem Solving Ability
   2. Improvement of School Goals
   3. Identifying & Working with Conflicts
   4. Effective Communications
   5. Involvement in Decision Making



D. Material Determinants
   1. Adequate Resources
   2. Supportive & Efficient Logistical System
   3. Suitability of School Plant



WHAT IS: ——

WHAT SHOULD BE: ——

$\bar{M}$ represents Mean of Scores within Major Category

Surveys tallied: 86

III. DECISION-MAKING

DECISION ANALYSIS CHART FOR SUPERINTENDENT/BOARD

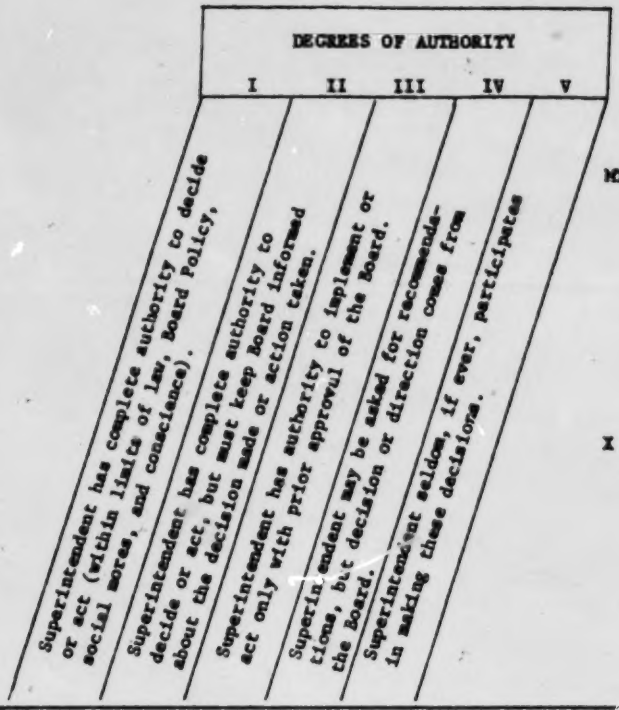
MT. DIABLO UNIFIED SCHOOL DISTRICT

X - Decision is placed here.

April - 1977

DEGREES OF AUTHORITY					
I	II	III	IV	V	
	X				1. Put a new program in mathematics into the district's curriculum in several of the schools.
		X			2. Establish a parents' advisory committee to recommend goals for the district.
X					3. Permit a school to replace a major portion of the maps, films and written materials (other than books) for the social studies/ history curriculum in order to better meet district goals.
	X				4. Initiate (or abandon) a program of de-centralized management throughout the district.
X					5. Have students meet with teachers for considering curriculum changes.
X					6. Select map and globe materials for all schools.
X					7. Approve a staff request for a foreign-made brand of tape recorder that has not been used in the district prior to this time.
		X			8. Initiate a new family life program.
	X				9. Initiate (or abandon) a district-wide flexible scheduling program at the high schools.
	X				10. Approve a field trip to an electronic equipment assembly plant in San Jose.
X					11. Retain a consultant, not on district staff, to assist four principals in setting up a remedial reading program within budgeted funds.
		X			12. Increase student-teacher ratio district-wide.
		X			13. Initiate a 12-month school year.
		X			14. Agree to a Regional Occupation Program contract with county offices for a 10% increase over last year.

DECISION ANALYSIS CHART FOR SUPERINTENDENT/BOARD


DEGREES OF AUTHORITY
I
II
III
IV
V
Superintendent has complete authority to decide or act (within limits of law, Board Policy, social mores, and conscience).
Superintendent has complete authority to decide or act, but must keep Board informed about the decision made or action taken.
Superintendent has authority to implement or act only with prior approval of the Board.
Superintendent may be asked for recommendations, but decision or direction comes from the Board.
Superintendent seldom, if ever, participates in making these decisions.

MT. DIABLO UNIFIED SCHOOL DISTRICT

X - Decision is placed here.

April - 1977

I	II	III	IV	V	
X					15. Establish an additional class rather than increase size of existing classes (even though there would be no penalty in state support if class sizes were increased).
	X				16. Add a new course in social studies at one of the high schools.
	X				17. Permit a choral group to compete at a festival out of the San Francisco Bay Area that would require staying overnight.
	X				18. Formulate and publish administrative regulations to implement Board policy on what kinds of student organizations and clubs will be permitted in the district.
	X				19. Suspend publication of a student newspaper for derogatory remarks about the district.
	X				20. Provide lifetime athletics/school event passes to distinguished community citizens.
		X			21. Discontinue interscholastic baseball in all district schools.
X					22. Allow each school to have new courses and subjects not taught at other schools in the district.
	X				23. Decide to establish a district-wide testing program beyond the State Testing Program, to determine the progress or achievement of students in the district.
	X				24. Decide to abandon report cards in favor of a program of parent conferences in several of the district schools.
X					25. Determine rules for dress.
		X			26. Set attendance, achievement and subject requirements for promotion from high school.

DECISION ANALYSIS CHART FOR SUPERINTENDENT/BOARD

MT. DIABLO UNIFIED SCHOOL DISTRICT

X - Decision is placed here.

April - 1977

DEGREES OF AUTHORITY I: Superintendent has complete authority to decide or act (within limits of law, Board Policy, social mores, and conscience).	II: Superintendent has complete authority to decide or act, but must keep Board informed about the decision made or action taken.	III: Superintendent has authority to act only with prior approval of the Board.	IV: Superintendent may be asked for recommendations, but decision or direction comes from the Board.	V: Superintendent seldom, if ever, participates in making these decisions.	
					Authorize district staff to have individual student tests carried out for diagnostic or placement purposes in each of the following categories:
X					27. Aptitude
X					28. Achievement
X					29. Psychological
X					30. Psychiatric
	X				31. Impose administrative rules about "unauthorized assembly," riots, etc., more stringent than adopted by the Board.
		X			32. Determine type and number of district office administrative positions (e.g., how many assistant superintendents, directors, coordinators) to comprise the central office staff.
	X				33. Transfer a principal to a different school.
	X				34. Authorize two district staff members to fly to Atlantic City for a convention (at district cost).
		X			35. Provide school principals with authority to determine how many teachers will be assigned to their school (within a total budget amount).
X					36. Permit an Assistant Superintendent to undertake paid consulting assignments for private gain for other school districts two days a month, with the understanding that any time spent on these assignments during normal district working hours will be taken from his/her vacation time.
			X		37. Appoint an individual to an existing Assistant-Superintendent-Business vacancy.

DECISION ANALYSIS CHART FOR SUPERINTENDENT/BOARD

MT. DIABLO UNIFIED SCHOOL DISTRICT

X - Decision is placed here.

April - 1977

DEGREES OF AUTHORITY I	II	III	IV	V	
		X			38. For the next school year, decide to add an additional coordinator at the central office level.
		X			39. Establish salaries for assistant superintendents (not on salary schedule).
		X			40. Establish a new po[illegible]entitled Director -- Research & Develo[illegible]
		X			41. Terminate a prin[illegible]
		X			42. Retain a "negotiato[illegible]he district.
	X				43. Demote a curriculum supervisor ([illegible]istrative position) to teacher.
X					44. Send a principal to a 3-day leadership conference in Las Vegas on school time and at district expense.
		X			45. Select a person for an existing vacant principalship.
X					46. Reprimand a principal for allowing unwarranted corporal punishment of a student and place a notation to that effect in his (her) personnel file.
	X				47. Temporarily remove a principal from his position, for arriving at "Back-to-School" night under the influence of alcohol, until an investigation can be made.
		X			48. Promote a teacher to principal who has a reputation of being a militant.

DECISION ANALYSIS CHART FOR SUPERINTENDENT/BOARD

MT. DIABLO UNIFIED SCHOOL DISTRICT

X - Decision is placed here.

April - 1977

DEGREES OF AUTHORITY					
I	II	III	IV	V	
					49. Exchange teaching assignments between two teachers at different schools without their consent.
X					50. Establish rules allowing teachers to leave campus during the school day as long as their assignments are covered.
X					51. Authorize giving coaches one less class assignment so they can start practice early.
X					52. Set up an in-service training program for about 5% of the district's teachers after school four days a week for eight weeks with extra pay.
X					53. Notify a tenured teacher that because of continued policy violations his services are no longer needed.
		X			54. Notify a nontenured teacher that unless improvement is made, action will be taken to terminate his services.
X					55. Grant a request for a two-week leave of absence, without pay, for a woman teacher to accompany her husband on a business trip. (Assume no existing prohibitive Board policy.)
X					56. Grant a teacher request for one day off, with pay, for personal leave. (Assume no existing prohibitive Board policy.)
		X			57. Implement a new process for evaluating teachers for contract renewal purposes.
	X				58. On a day that two-thirds of the teachers are absent and on strike, decide to close a school and send students and all other teachers home.
X					59. Send a teacher out of state to a four-week concentrated course on new instructional methods, paying salary and all expenses.

DECISION ANALYSIS CHART FOR SUPERINTENDENT/BOARD

MT. DIABLO UNIFIED SCHOOL DISTRICT

X - Decision is placed here.

April - 1977

DEGREES OF AUTHORITY					
	I	II	III	IV	V
	Superintendent has complete authority to decide or act (within limits of law, Board Policy, social mores, and conscience).	Superintendent has complete authority to decide or act, but must keep Board informed about the decision made or action taken.	Superintendent has authority to implement or act only with prior approval of the Board.	Superintendent may be asked for recommendations, but decision or direction comes from the Board.	Superintendent seldom, if ever, participates in making these decisions.
60. Designate the administrative representatives for the negotiation process.		X			
61. Terminate a permanent secretary for unsatisfactory work performance.			X		
62. Authorize employment of custodians for all schools.	X				
63. Cut custodial force by layoff of 10% in order to provide funds for additional library books.			X		
64. Demote a maintenance supervisor for unsatisfactory performance of supervisory assignments.		X			
65. Suspend a bus driver for two weeks due to repeated violations of safety regulations.	X				
66. Retain a consultant for in-service training of all custodial staff of the district.	X				
67. Transfer a white student from a black teacher's class because of a parent's demand.	X				
68. Accept a gift of Black History books from the Black Panthers.	X				
69. Grant demand of a student's parents to have her transferred to another school within the district because of alleged widespread drug abuse in her present school.	X				
70. Change attendance boundaries that will cause 10% of the population to attend different schools the following year.			X		
71. Recommend unification of Walnut Creek which would result in losing five of our schools.				X	
72. Permit the John Birch Society to present to a school student body a one-hour program on the importance of truth and freedom.	X				

DECISION ANALYSIS CHART FOR SUPERINTENDENT/BOARD

MT. DIABLO UNIFIED SCHOOL DISTRICT

X - Decision is placed here.

April - 1977

DEGREES OF AUTHORITY I: Superintendent has complete authority to decide or act (within limits of law, Board Policy, social mores, and conscience).	II: Superintendent has complete authority to decide or act, but must keep Board informed about the decision made or action taken.	III: Superintendent has authority to implement or act only with prior approval of the Board.	IV: Superintendent may be asked for recommendations, but decision or direction comes from the Board.	V: Superintendent seldom, if ever, participates in making these decisions.	
X					73. Cooperate with the Am-Vets concerning sponsorship of an essay contest on citizenship.
X					74. Provide a Board agenda with supporting papers to a known member of a group who unjustly criticizes the schools.
		X			75. Represent the Board at a city council meeting exploring the possibility of selling a school to them.
X					76. Establish level of grounds quality and appearance to be maintained in the district.
		X			77. Lease four portable classrooms for temporary use until completion of a new school that is seven months behind construction schedule.
X					78. Authorize extensive landscaping additions to an existing school.
X					79. Establish level of building cleanliness to be maintained in the district.
		X			80. Agree to waive the penalty clause against a contractor for being late in completing a building contract, because of extenuating circumstances not contemplated in the contract.
X					81. Have the exteriors of one-third of the district's schools repainted.
X					82. Put automatic lawn sprinklers in all schools.
X					83. Authorize week-end use of school facilities for activities by a religious organization, charging only the actual out-of-pocket costs for their use.
	X				84. Have the Superintendent's office redecorated and refurnished.
X					85. Authorize district-wide master keys to be given to all district office administrators.

DECISION ANALYSIS CHART FOR SUPERINTENDENT/BOARD

MT. DIABLO UNIFIED SCHOOL DISTRICT

X - Decision is placed here.

April - 1977

DEGREES OF AUTHORITY					
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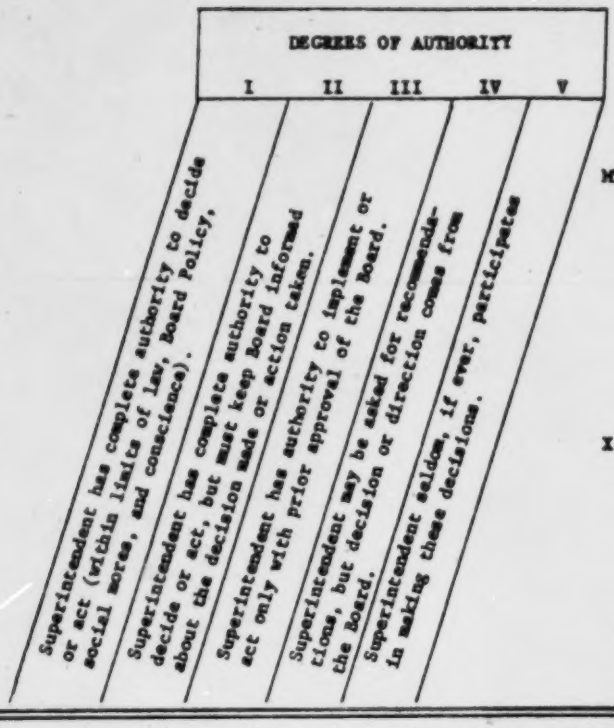
	X				86. Determine what deterrent or detection systems for vandalism are to be used for district schools.
X					87. Decide not to seek restitution from a student apprehended breaking windows at a school.
		X			88. Select the architect for rehabilitating a school.
		X			89. Determine how much of the permissible community services tax rate will be levied for budget allocation next year.
		X			90. Decide how the money is to be allocated between various budget categories (e.g., how much for teachers, teacher aides, clerks, equipment, supplies, grounds, etc.) within a total amount acceptable to the Board.
X					91. Recommend budget transfers from one series to another during the fiscal year, without changing total expenditures for the year.
		X			92. Authorize a school principal to exceed his total school's budget, with funds to come from reserves.
		X			93. Contract for busing by a private company rather than purchase an additional bus.
			X		94. Announce to the community that another tax election will be necessary next year.
		X			95. Place an order for a new bus that is needed but not budgeted, with funds to come from reserves.
		X			96. Authorize the purchase of a district car to be assigned to an Assistant Superintendent.
		X			97. Select the auditing firm to audit district records for the current school year.

DECISION ANALYSIS CHART FOR SUPERINTENDENT/BOARD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II
III
IV
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Superintendent may be asked for recommendations, but decision or direction comes from the Board.
Superintendent seldom, if ever, participates in making these decisions.

MT. DIABLO UNIFIED SCHOOL DISTRICT

X - Decision is placed here.

April - 1977

		X			98. Institute a Planning-Programming-Budgeting System to be operational district-wide within two years.
		X			99. Expand a district data processing center to handle services from other school districts.
					100.
					101.
					102.
					103.
					104.
					105.
					106.
					107.
					108.
					109.
					110.

MT. DIABLO UNIFIED SCHOOL DISTRICT
DECISION ANALYSIS CHART FOR SCHOOL PRINCIPALS
ISMS PROJECT 1977-78
November, 1977

Principals' Degrees of Authority

I. I have complete authority to decide or act within the limits of the Education Code, Board policy, contracts, social mores and conscience (COMPLETE AUTHORITY).

II. I have complete authority to decide or act, but must inform _____ (name) of my action (ACT/INFORM).

III. I have authority to decide or act, but must first consult with _____ (name) (PRIOR CONSULT).

IV. I have authority to act only with prior approval of _____ (name) (PRIOR APPROVAL).

V. I may be consulted, but decision or direction comes to me from _____ (name) (DISTRICT DIRECTION).

Implementing the Degrees of Authority

Columns #I through #V are labeled for each decision and/or action according to the degree of authority and the implementation focus for each listed decision/act. The final authority source follows using the location of implementation below:

Don Russell (DR) - Appropriate directors in Educational Services are also included as contact and consult sources.

Herb Cole (HC) - Appropriate directors in Administrative and Personnel Services are also included as contact and consult sources.

Joe Crawford (JC) - Appropriate directors in Business Services are also included as contact and consult services.

Jim Slezak (S) - Final authority for carrying out Board policy.

I Complete Authority	II Act/Inform	III Prior Consult	IV Prior Approval	V District Direction	A. Programs (Curricular Activities)
**					1. Change the objectives of a course already being taught at your school.
**					2. Permit a teacher to replace a major part of the subject content of a course in order to better meet the objectives of the course.
Sup-- plies **		JC Eq't **			3. Select and purchase instructional material or equipment which is not on your standard equipment list.
			JC **		4. Determination of items to be placed on standard requisition list.
**					5. Approve a teacher taking a field trip within 100 miles.
			DR **		6. Approve a teacher taking a field trip over 100 miles and/or staying overnight.
			DR **		7. Select and pay a consultant to assist in school inservice activities.
			DR **		8. Put a new course into your school's curriculum.
			DR **		9. Initiate (or abandon) a specific program throughout the school; i.e., team teaching, Academics Plus, open education, community school, modular scheduling.
**					10. Permit your staff to make a change in textbooks (not state-mandated textbooks).
			HC **		11. For the next school year, decide to replace two non-teaching positions with an additional teacher.
				** DR	12. Decide the year that the school will apply and implement AB65 programs.
			DR **		13. Decide to call a reduced day of instruction.
			DR **		14. Determine use of school site and facilities in regards to special programs - E.H, EMR, etc.

I Complete Authority	II Act/Inform	III Prior Consult	IV Prior Approval	V District Direction	
					A. Programs (Extra-curricular Activities)
**					15. Intra-mural sports: determine variety and extent of programs at your school.
**					16. Determine what clubs or other student organizations will be permitted at your school.
			HC **		17. Suspend publication of a student newspaper for inappropriate statements.
**					18. Determine variety, extent and restrictions for all school-associated social functions.
	DR **				19. Establish open house format for school.
					B. Students (Academic Performance)
**					20. Decide what is an acceptable program of study for an individual student in your school.
**					21. Assign work/service priorities for school personnel assigned to the school.
	HC **				22. Decide to administer standardized tests (beyond the State and District Testing Program) to determine the progress or achievement of students in your school.
			DR **		23. Set requirements for promotion or graduation from your school which exceed those for any other school in the District.
			DR **		24. Decide to abandon report cards in favor of a program of parent conferences, or vice versa.
					B. Students (Behavior and Discipline)
		DR **			25. Determine rules for tardiness and attendance (within state requirements).
**					26. Discipline students by detention.
	DR **				27. Discipline students by suspension.
			DR **		28. Discipline students by expulsion.
**					29. Report and prefer charges to police or juvenile authorities for violations of laws by students or on school grounds (not a riot situation).

I Complete Authority	II Act/Inform	III Prior Consult	IV Prior Approval	V District Direction	
	DR **				30. Call police on campus to prevent or quell mass disturbances or riots.
**					31. Determine rules for dress.
					C. Employees (Administrators)
			HC **		32. Reallocate staff ratios between administrative and counseling staff.
			HC **		33. Create classified campus supervision time from certificated personnel allocation.
			Ass't Supt. **		34. At District expense attend an out-of-state conference.
			S**		35. Select subordinate administrative staff members.
		Ass't Supt. **			36. Assume ongoing leadership responsibilities outside the District during school hours.
	Ass't Supt. **				37. Participate in professional responsibilities beyond the District during school hours.
					C. Employees (Teachers)
				HC **	38. Set up an inservice training program to be held from 3:30 to 4:30 p.m. four days a week for eight weeks, with attendance required with no extra pay.
			HC **		39. Grant a request for one day off, with pay, for personal leave, in keeping with Board policy.
			HC **		40. Decide to give some of your teachers an additional "free" period for class preparation.
				S**	41. On a day that two-thirds of your teachers are absent and on strike, decide to close school and send students and all other teachers home.
			DR HC **		42. Decide to send a teacher to a four-week concentrated course on new instructional methods, with District paying salary and all expenses.
			HC **		43. Select a teacher for an existing vacancy in your school.
**					44. Exchange teaching assignments between two appropriately credentialed teachers (for example, P.E. and math, or kindergarten and third grade).

I Complete Authority	II Act/Inform	III Prior Consult	IV Prior Approval	V District Direction	
		DR **			45. Set morning arrival time and afternoon departure time for teachers at your school (within contract requirements).
	HC				46. Send a teacher home for arriving at "back-to-school" night under the influence of alcohol.
			HC **		47. Decide to terminate a teacher.
			HC **		48. Grant a request for a two-week leave of absence, without pay, for a teacher to accompany spouse on a business trip, in keeping with Board policy.
	HC **				49. Reprimand a teacher for administering corporal punishment to a student and place a notation to that effect in his/her personnel file.
	DR **				50. Forbid specific support services personnel from the District staff to work with one of your students because you lack confidence in that person.
**					51. Decide type of information teacher may send home with students or distribute to parents.
					C. Employees (General Classified)
	HC **				52. Select a secretary, head custodian or groundsperson from eligibility list for an existing vacancy in your school.
		HC JC **			53. Evaluate the performance of a clerk, custodian and/or groundsperson on your school staff and decide to delay his/her normal annual progression to next highest step.
				HC JC **	54. Demote a secretary, head custodian, lead groundsperson for unsatisfactory performance of duties.
**					55. Determine type of employee (e.g., man, woman, student, full-time, part-time) for a specific vacancy.
**					56. Reassign responsibilities (same school, same job classification).
	JC **				57. Change working hours from 7 a.m. - 3 p.m. to 3 p.m. - 11 p.m. (same job classification) for custodian, groundsperson, maintenance personnel.

I Complete Authority	II Act/Inform	III Prior Consult	IV Prior Approval	V District Direction	
				HC **	58. Decide to advance an outstanding custodian or groundsperson to next highest pay step after only seven months in order to keep him/her from resigning and taking a higher paying job elsewhere.
		HC **			59. Discipline (e.g., two-week suspension) a custodian or groundsperson for repeated violation of safety regulations.
		HC **			60. Decide to terminate a custodian groundsperson or secretary for unsatisfactory work performance.
**					61. Retain a consultant for inservice training of your custodial or groundspersons staff.
				HC **	62. Determine pay level of various classified positions.
					C. Employees (Secretaries-Clerks)
**					63. Change working hours of your secretary so that he/she comes to work a half hour earlier, and has a half hour longer lunch period.
			HC **		64. Decide, by mutual agreement of principal at another school in the District to exchange secretaries.
		HC **			65. Discipline (e.g., two-week suspension) a clerk for repeated tardiness.
			HC **		66. Give a clerk-typist time off, with or without pay, to take a refresher course in shorthand during working hours (e.g., 2 hours a day for 12 weeks).
**					67. Authorize compensatory time for school secretary.
			Asst. Supt. **		68. Authorize overtime pay for school secretary.
			HC **		69. Move a clerk into a secretarial job classification.
					C. Employees (Custodial)
				JC **	70. Select a custodian for an existing vacancy from the eligibility list.
				JC **	71. Assign a custodian to do maintenance work outside of job description.
**					72. Decide what level of building cleanliness and appearance to maintain.

I Complete Authority	II Act/Inform	III Prior Consult	IV Prior Approval	V District Direction	
					D. Physical Plant (Grounds, Operation, Maintenance)
**					73. Assign an on-site gardener to alternative duties on a rainy day - within job description.
			JC **		74. Decide to have eight classrooms repainted.
			JC **		75. Decide on extensive landscaping additions or changes.
			JC **		76. Decide to make a double-sized classroom by tearing out a wall between two rooms.
**					77. Decide color scheme school is to be painted.
			JC **		78. Contract outside agency for minor repairs and alterations if cost does not exceed District expense.
				JC **	79. Require all off-site District employees to report to the office prior to visiting classrooms or performing maintenance and repair tasks.
			JC **		80. Assign District gardening crew to assist custodian to move picnic tables.
			JC **		81. Assign plumber to fix faucet when he/she comes to repair toilet.
					D. Physical Plant (Security and Vandalism)
**					82. Decide what keys are given to which staff members.
**					83. Decide not to seek restitution from one of your students apprehended while breaking a window at your school.
			JC **		84. Decide what deterrent or detection systems are to be used.
					E. Financial (Budget)
**					85. Approve requisitions and expenditures (within budget limitations) for your school.
	JC **				86. Decide how money is to be distributed and transferred among various non-personnel budget categories at your school.
			HC **		87. Decide how money is to be distributed and transferred among various personnel categories at your school.
			JC **		88. Authorize purchase to be made after April deadlines date.

I Complete Authority	II Act/Inform	III Prior Consult	IV Prior Approval	V District Direction	
**					89. Utilize instructional account to send teacher to conference.
**					90. Carry money over to coming year's budget.
**					91. Buy a copy machine on a multi-year contract.
**					92. Decide to put student body funds into a checking and/or interest-bearing account which is registered with the District.
**					93. Use principal's discretionary fund furnished by parent club to buy plants for faculty lounge.
			HC **		94. Require secretary to perform a task outside her/his job description; i.e., supervise the loading of buses.
			HC **		95. Have a report on an alternative program typed in Word Processing Department and duplicated by the Duplicating Department.
					F. Community Respond (as a spokesperson for the District) to inquiries, proposals, demands, or actions of the following groups on the subjects noted.
**					96. The parents of a white student in your school demand to have him/her transferred out of a black teacher's class.
**					97. A voter and/or parent within your attendance area wants information about group testing scores for your school.
**					98. The parents of a student in your school demand to have her/him transferred to another school (within District) because of alleged problems at your school.
**					99. The local newspaper requests information about the suspension of one of your students for repeated use of obscene language.
**					100. A controversial group asks to present to your student body a one hour program on the importance of truth and freedom.
**					101. Determine if there is a need of a community group and define responsibilities if needed (site advisory councils mandated).

I Complete Authority	II Act/Inform	III Prior Consult	IV Prior Approval	V District Direction	
					Initiate dialogue or programs designed to influence opinion and actions of the following groups on the subjects noted.
**					102. With parents of your students, concerning the dangers of drug abuse.
				S **	103. With voters in your attendance area, concerning a tax override election.
	HC **				104. With the local T.V./radio station, concerning dress requirements at your school.
**					105. With local organizations, concerning sponsorship of an essay contest on citizenship.
**					106. With representatives of controversial groups concerning the recent appearance of an "underground" newspaper on your campus.
**					107. Can authorize Data Processing to provide address stickers for school business.

113/1

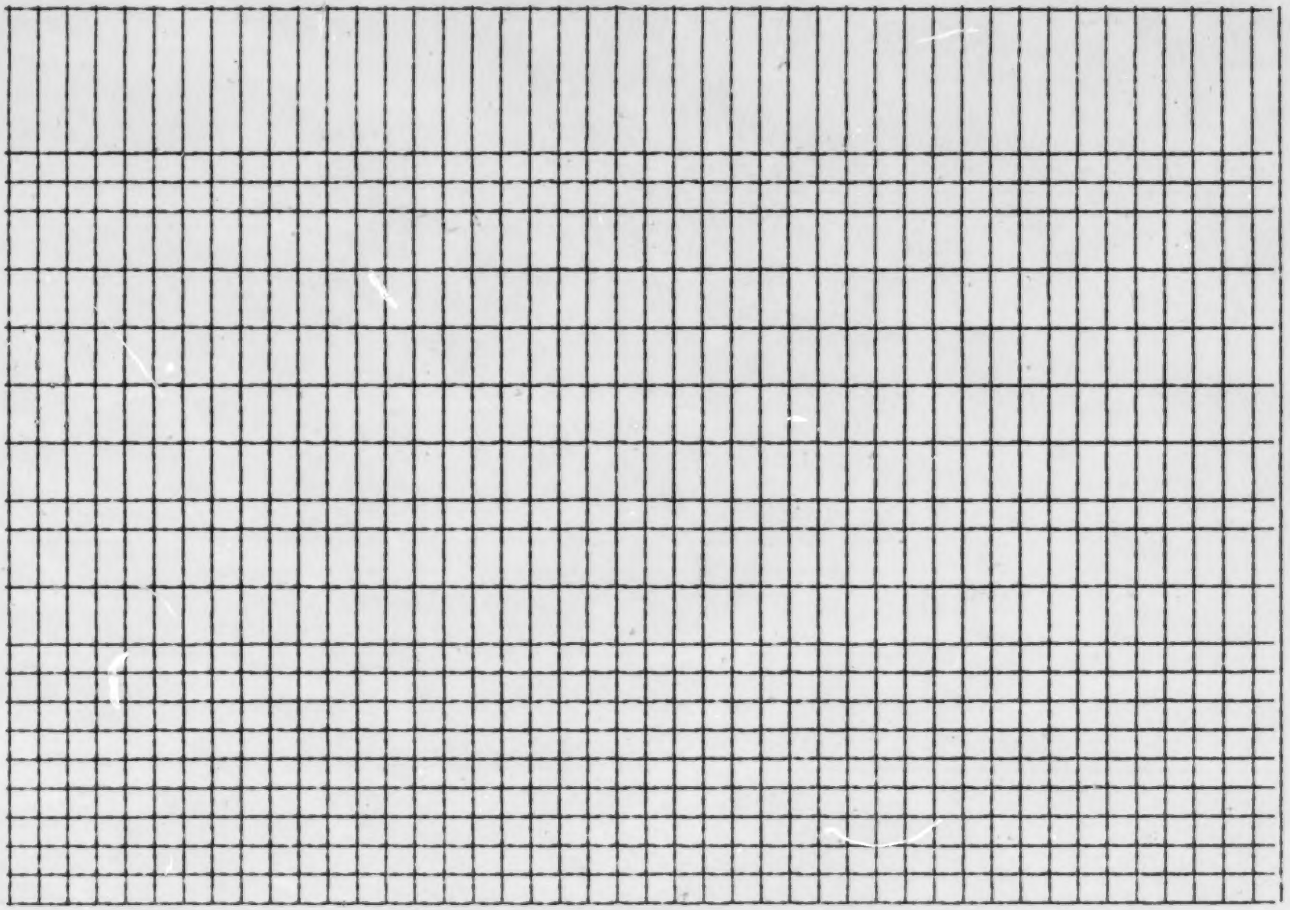
SCHOOL DECISION MAKING CHART

The following decisions are to receive advice or input from the staff. Please indicate how you wish to be involved by marking 1 or 2 in the squares below: (1) involved in decision or recommendation; (2) do not wish to be involved - inform of final decision.

STAFF NAMES - - - - -

DECISION

1. Class loads ratios
2. Yard duty schedules
3. New programs to be implemented
4. Responsibility for school programs
5. In-service, workshops, conference & organizations
7. Setting agendas for staff meetings
8. Determining capital outlay purchases
9. Hiring Noon Aides
10. Curr. Specialities-hiring for music, art, etc.
11. Goals Objectives-setting writing
12. Expenditure of P.T.A. funds
13.
14.
15.
16.
17.
18.
19.
20.



GUIDELINES FOR EFFECTIVE DECISION-MAKING MEETINGS

Superintendent's Office
Mt. Diablo Unified School District

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CHECKLIST FOR SETTING UP AND CONDUCTING DECISION-MAKING MEETINGS (Administrative Council)

PART I

This is not a checklist for establishing procedures for an "information-sharing" meeting. Nor is it a checklist for setting up the typical kind of group where the administrator calls his staff together to make announcements and explain or sell decisions already made by him. Finally, the checklist is not all appropriate for "consultative management" meetings, in which the administrator merely gets input from the individual members and then uses the data as a basis for making his own decisions.

The checklist is for those managers or administrators who are ready, philosophically and attitudinally, to develop their staff into a cohesive, problem-solving and decision-making team, through the vehicle of regularly-scheduled meetings in which every member, as well as the administrator, assumes responsibility: (1) for bringing in problems for inclusion on the agenda, (2) for deciding priorities of agenda items, (3) for offering alternative solutions, (4) for making a final decision as to the best solution, (5) for determining what needs to be done to implement each decision, and (6) for establishing follow-up methods to evaluate the eventual outcome of their problem-solving efforts.

This, then, is a checklist for participative management meetings whose members have been given the opportunity by the administrator to join with him in the management of the activity for which the administrator is accountable.

1. FREQUENCY OF MEETINGS

   a. How often a group needs to meet is an individual matter depending upon the number of problems the group has to solve, the complexity of the problems, and the effectiveness of the group.

   b. Preferably, groups should meet at the same time, on the same day, on a regularly scheduled basis.

   c. Newly formed groups often have to meet more frequently at first than later, because of their inexperience and full agenda.

   d. A group will build up experience that will tell how frequently it needs to meet in order to get its problems solved.

2. DURATION OF MEETINGS

   a. Meetings should have a specific beginning time and ending time and these times should be rigidly enforced.

   b. Groups should not meet longer than two hours without a break.

   c. It is better to set up additional meetings rather than have a single meeting that is too long.

d. After some experience, the group should be allowed to decide the length of its meeting, taking into consideration organizational needs and fatigue factors.

3. PRIORITY OF MEETINGS

a. The group should decide at the outset the priority of the group meetings relative to other organizational requirements.

b. Preferably, very few other organizational requirements should have greater priority than attendance at the group meetings.

c. Each group member should assume his full responsibility for instructing his secretaries and staff as to the priority of the meeting and as to procedures for screening phone calls in order to reduce the interruptions to an absolute minimum.

d. The group may wish to delegate responsibility to the administrator for making decisions as to when some other requirement is more important than the person's attendance at the group meeting.

4. MEMBERSHIP OF THE GROUP

a. It should be the administrator's responsibility for determining at the outset which of his staff should be members of his problem-solving group.

b. Generally, all line executives should be members.

c. Some administrators wish to include all staff members reporting directly to them. However, a staff member may be excluded if very few problems within his area of functioning come up on the group's agenda.

d. Staff members may be asked to attend only when there are matters falling within their area of functioning on the agenda of a particular group meeting.

5. ALTERNATES FOR MEMBERS

a. It should be the responsibility of each group member to appoint an alternate to attend group meetings in the member's absence.

b. Each group member should assume responsibility for keeping his alternate informed at all times so that when he attends he has sufficient knowledge to be a responsible group member.

c. Each group member should delegate to his alternate full authority to speak for his department when he attends the group meeting.

6. PLACE OF MEETING

a. Preferably, the meeting should not take place in the administrator's office.

b. Meetings held in connection with lunches and dinners out of the plant are seldom effective.

c. Conference rooms with adequate seating facilities, privacy, and comfort are preferred places for meetings.

7. PHYSICAL ARRANGEMENTS

a. Blackboards or chart pads should be available at all meetings.

b. Members should be seated so that each person can be seen by every other person.

c. The administrator should minimize his status by not always sitting at the head of the table. Tables should be provided to enable group members to write notes. Notepads should be furnished each member.

8. THE RECORDING FUNCTION

a. The group should set up its own methods for recording the group proceedings.

b. Some groups have a permanent recorder; others rotate the recording function. It is inadvisable for the administrator to be the recorder, for his time should be free to carry out leadership functions.

c. The group should decide what it wants recorded. Preferably the group should record only decisions, the dispensation of unresolved problems, problems emerging from discussion that are to go on future agendas, task assignments, and follow-up action.

d. After recording some specific action of the group, the recorder should test out his understanding of that action on the total group to make sure that he has recorded it accurately.

e. Notes should not be kept by the recorder of the discussions leading up to group decisions. The briefer the record of the group proceedings, the more likely it is to be used by the group members.

9. DEVELOPING THE AGENDA

a. The group, rather than the administrator, should own its own agenda.

b. Groups can have formal agendas prepared ahead of time in which case members assume responsibility for submitting agenda items to someone who makes a list which is then sent out to all members prior to the meeting.

c. Groups may prefer to develop the agenda at the start of each meeting, in which case members are asked at the beginning of each meeting for items for the agenda. These are written on the blackboard or chart pad.

d. Agendas prepared ahead of time have the advantage of informing group members which problems are going to be tackled, so they may make adequate preparation. Even where there is an agenda prepared ahead of time, the group should use a procedure for soliciting additional agenda items at the beginning of the meeting in case new problems have come up after the formal agenda was prepared.

10. ESTABLISHING PRIORITIES FOR AGENDA ITEMS

a. The group should establish some procedure for determining the relative priority of each agenda item, so that the most important or crucial items can be taken up first. This can be done quickly at the start of each meeting, or, in the case of the prepared agenda, those who submit items should indicate how crucial each item is. The administrator then can set priorities before the meeting.

b. Each group member must assume responsibility for informing the group the degree of importance of his agenda items, in contrast to the usual practice of deferring to the administrator's agenda items.

11. RULES FOR SPEAKING

a. The group should work out its own rules for handling communications during the meeting.

b. Preferably, there should be a minimum of rules, or none at all. Effective problem-solving groups usually function quite informally, permitting any group member to speak when he feels like it without getting permission from the administrator.

c. In mature problem-solving groups, each member assumes sole responsibility for the appropriateness and timing of his own contributions as well as for facilitating communications from others.

d. The administrator must be especially careful to prevent inhibiting others' contributions by dominating or controlling the group's communications. He has to overcome members' tendency to inhibit their communication in the presence of their administrator.

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CHECKLIST FOR SETTING UP AND CONDUCTING DECISION-MAKING MEETINGS (Administrative Council)

PART II

1. KINDS OF PROBLEMS APPROPRIATE FOR THE GROUP

   a. Every member of the group should have a clear notion of the kinds of problems that are appropriate for the group.

   b. Generally, the problems appropriate for the group are (1) those most likely to require data from all group members for their solution, and (2) problems whose solutions may affect all the members of the group or may have to be implemented by all the members of the group.

   c. Each group member assumes responsibility for determining the appropriateness of problems he brings to the group and for screening out problems that affect only his own area of responsibility.

   d. Groups should always be alert to spot items that are not appropriate to the total group and quickly assign them to some individual or individuals to be resolved outside of the group meeting.

   e. Each person, including the administrator, should tell the group, at the time he begins to take up his item on the agenda, exactly what he wants from the group: (1) a decision, or (2) their ideas for solution, after which he will pick the final solution, or (3) a sounding board to test out the solution he has already picked.

2. KINDS OF PROBLEMS INAPPROPRIATE FOR MEETINGS

   a. The group should never use its time for solving problems (1) that concern only a few of its members, (2) that are too unimportant for the level of the group, (3) that require staff study and preliminary data gathering, or (4) that are outside the area of authority of the group.

   b. Each member should assume responsibility at all times for expressing himself when he feels a particular problem is inappropriate for the total group.

3. RESPONSIBILITY OF GROUP MEMBERS BEFORE EACH MEETING

   a. Each group member should assume responsibility for submitting his own agenda items, being fully prepared with documents or data that might be required to help the group solve the problem and for making his own recommendation, if he has one, to the total group.

   b. Each member of the group should assume responsibility for studying the agenda ahead of time to determine if he needs any preparation in order to discuss intelligently the problems the group will be dealing with at its next meeting.

c. Each group member should assume responsibility, in case he is absent, for preparing his alternate.

d. Each group member should assume responsibility for reviewing previous minutes to make sure he has fulfilled all task assignments from previous meetings.

4. RESPONSIBILITY OF GROUP MEMBERS DURING MEETING

a. Each group member should assume primary responsibility for the leadership of the discussion on those agenda items he has brought in.

b. Each group member should assume responsibility not only for making content contributions but also for making process contributions--suggestions and observations for improving the effectiveness of the group's problem-solving procedures. In other words, each group member should consider himself to be as responsible as the administrator for the conduct of the group.

c. Responsible group members are those who play a very active role in clarifying objectives, providing information, offering alternative solutions, evaluating alternative solutions, observing limits, feeding-back to clarify communications, summarizing, testing to see if group is in agreement, calling for a decision, keeping the group on the track, protecting the rights of minority members, encouraging hesitant members, asking questions to seek information, and making suggestions that will move the group ahead in its search for the best decision to a particular problem.

5. RESPONSIBILITY OF GROUP MEMBERS AFTER MEETING

a. Each group member should assume responsibility for transmitting to his staff all decision or information that they should know in order to do their jobs most effectively or to keep informed of what is going on at the level above them.

b. Each group member should assume responsibility for carrying out his own task assignments made by the group.

c. Each group member should review the minutes of the previous meeting as soon as he receives them in order to refresh his memory relative to specific task assignments.

d. Each group member should assume full responsibility for decisions made by the total group--that is, in his communications with his own staff, he should accept his share of the accountability for all group decisions, rather than communicate that he was not in favor of some group decision and is thus not accountable.

e. Group members should never attempt to reverse a group decision by making appeals to the administrator after the meeting is over. When members feel that a decision made by the group does not seem to be a good one after some reflection, they should reopen the problem at the next group meeting. Or, in case of something urgent, they should ask the administrator to call a special meeting to reopen the problem.

f. The administrator should never reverse a decision of the group after the meeting. If he feels a problem needs reopening, he should call the group back again.

6. RULES FOR DECISION-MAKING

a. The total group should arrive at a set of rules as to what determines when a decision is reached.

b. Preferably, groups should strive for consensus on all problems. If there is sufficient time, the group should keep discussing a problem until it reaches a solution agreeable to everyone.

c. When a group member feels strongly about the correctness of his position, he should keep advocating it.

d. When a group member does not feel particularly strong about the correctness of his position, he should be willing to go along with the majority.

e. Group members should be particularly sensitive to when further advocacy of their position is unlikely to change the position of the majority.

f. Effective problem-solving groups seldom call for a vote unless it is in the nature of a straw vote to determine how the group is lining up on a particular problem.

g. For some kinds of problems, the group members should be willing to defer to those members who will have more responsibility for implementing a particular solution, or to those members into whose area the problem most logically falls.

h. When time does not permit enough discussion to obtain consensus, the group may delegate the final decision to one member, two or three members acting as a sub-group, or to the administrator.

7. CONFIDENTIALITY OF GROUP MEETINGS

a. It is extremely important that each group member assume responsibility for keeping confidences. Effective problem-solving groups are those in which each member feels that he may express his feeling or opinion in the group and be assured that the other members will not quote him or report his comments to people outside the group.

b. The only things that members should assume safe to discuss outside the group are those items that are actually recorded in the minutes.

c. In some cases, the group may definitely decide that a particular decision should not be discussed outside the group. Or the group may wish to set down certain conditions governing discussion of a particular outside the group.

d. The attitude of each group member should be that he is a member of a family and that what goes on in family discussion should not be communicated to people outside the family.

8. DISPENSATION OF AGENDA ITEMS

a. At each group meeting, every agenda item should be dispensed with in one of several ways: (1) a solution reached, (2) the problem delegated for further study outside the group, (3) the problem delegated to an individual or sub-group for a recommendation to the total group, (4) the problem placed on the agenda of a future meeting, (5) the problem taken off the agenda by the member who submitted it, or (6) the problem getting redefined into a different problem.

b. In no case should a problem be left unresolved and hanging.

9. MINUTES OF THE MEETINGS

a. Minutes should be typed and distributed to all members of the group as soon as possible after the meeting.

b. The group should set up definite rules with respect to who should be permitted to see the minutes and who in addition to the group members should receive copies.

c. Preferably, no one but the group members should receive copies of the minutes.

d. Individual members of the group should do the job of communicating what has to be communicated to staff, rather than run the risk of staff misunderstanding the minutes.

e. The secretary who types and duplicates the minutes of the meetings should be instructed as to the confidentiality of the minutes.

f. Minutes of each meeting should contain at least the following: (1) all decisions reached by the group, (2) a record of the dispensation of every agenda item, (3) all task assignments, including due dates.

10. PROCEDURES FOR CONTINUOUS EVALUATION OF GROUP EFFECTIVENESS

a. Groups, as well as individuals, have to learn how to function effectively. Learning is facilitated by immediate feedback of results. Thus, effective groups usually build in specific procedures for evaluating their own effectiveness.

b. The group should adopt or devise some method for evaluating its own functioning. Some groups do this at the end of each meeting; others may do it periodically but less frequently. Some groups use written evaluation sheets; others do the evaluation orally.

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THE RESPONSIBILITIES OF THE MEMBERS OF A DECISION-MAKING MEETING
(i.e. Administrative Council)

SUMMARY

For a decision-making meeting to function effectively all members must learn to carry out certain functions and responsibilities. Just as effective leadership must be learned, so effective membership must be learned.

ASSIGNMENT: The following list of "member responsibilities" should be duplicated and distributed to all of the staff who are members of your regularly scheduled decision-making meetings. Discuss each one at one of your meetings.

A. PREPARATION

1. Read the minutes of the previous meeting before going to each meeting.
2. Come to meeting having clearly in mind what problems or items you want to put on the agenda.
3. Get to each meeting on time.
4. Bring all materials needed.
5. Arrange to have phone calls or pages intercepted.

B. BEHAVIOR IN THE MEETING

1. Be sure to submit your items for the agenda. State them very briefly--do not elaborate.
2. When you have an opinion or feeling, state it honestly and clearly--don't sit on feelings.
3. Stay on the agenda item being dealt with and help others stay on it.
4. When you don't understand someone, ask for clarification.
5. Participate actively--when you have something to say, say it.
6. Because it is your meeting--not just your administrator's--take responsibility for saying things that will help the group function effectively:

   a. Starting on time
   b. Getting the agenda set
   c. Staying on the subject
   d. Keeping order
   e. Listening to others
   f. Keeping records
   g. Getting things on the board or chart pad
   h. Arriving at decisions
   i. Quitting on time.

7. Protect the rights of others to have their opinions or feelings heard--encourage silent members.

8. Listen attentively to others--clarify what others are saying when appropriate.

9. Avoid communication that disrupts a group--humor, sarcasm, diversions, asides, jokes, digs.

10. Try to think creatively about solutions that might resolve conflicts--try them out on the group.

11. Keep notes on things you agree to do after the meeting.

12. At all times, keep saying to yourself, "What right now would help this group move ahead and get this problem solved? What contribution can I make to facilitate this group function more effectively? What does the group need? How can I help?"

C. AFTER THE MEETING

1. Carry out assignments and commitments.

2. Pass on to your staff decisions or information that they should be informed about.

3. Keep confidential things that are said or done in the meeting that might put a member in bad light.

4. Refrain from complaining about a decision that you agreed to.

5. Refrain from "out-of-meeting appeals" to your administrator. Your feelings about the group should be expressed in the group.

DELPHI PROCESS

WHAT IS THE DELPHI-SIMPLIFIED?

The Delphi is a technique for collecting judgments which help people make decisions.

WHY USE THE DELPHI?

-Provides assistance in making decisions
-Allows for divergent viewpoints
-Maintains anonymity
-All input is considered and given a quantitative value
-Controlled feedback
-Statistical group response
-Avoids problems of some input techniques:
1) single expert
2) several experts
3) round table consensus

WHY NOT USE A COMMITTEE FOR INPUT?

-Verbose people dominate the proceedings
-Tendency to reach a socially acceptable consensus rather than realistic or feasible solution.
-Vocal "Axe grinders" get on committees and dominate decisions or discussions
-"Put-downs" occur therefore limiting participation
-Almost impossible to reach a consensus

VARIOUS USES OF THE DELPHI

-Reorganization of district administrative services
-Evaluation of principals and district administrators
-Establishment of multi-media center in an elementary school
-Essential ingredients in Participative Management system
-Concerns and needs of teachers related to newly established EMR/Integrated program

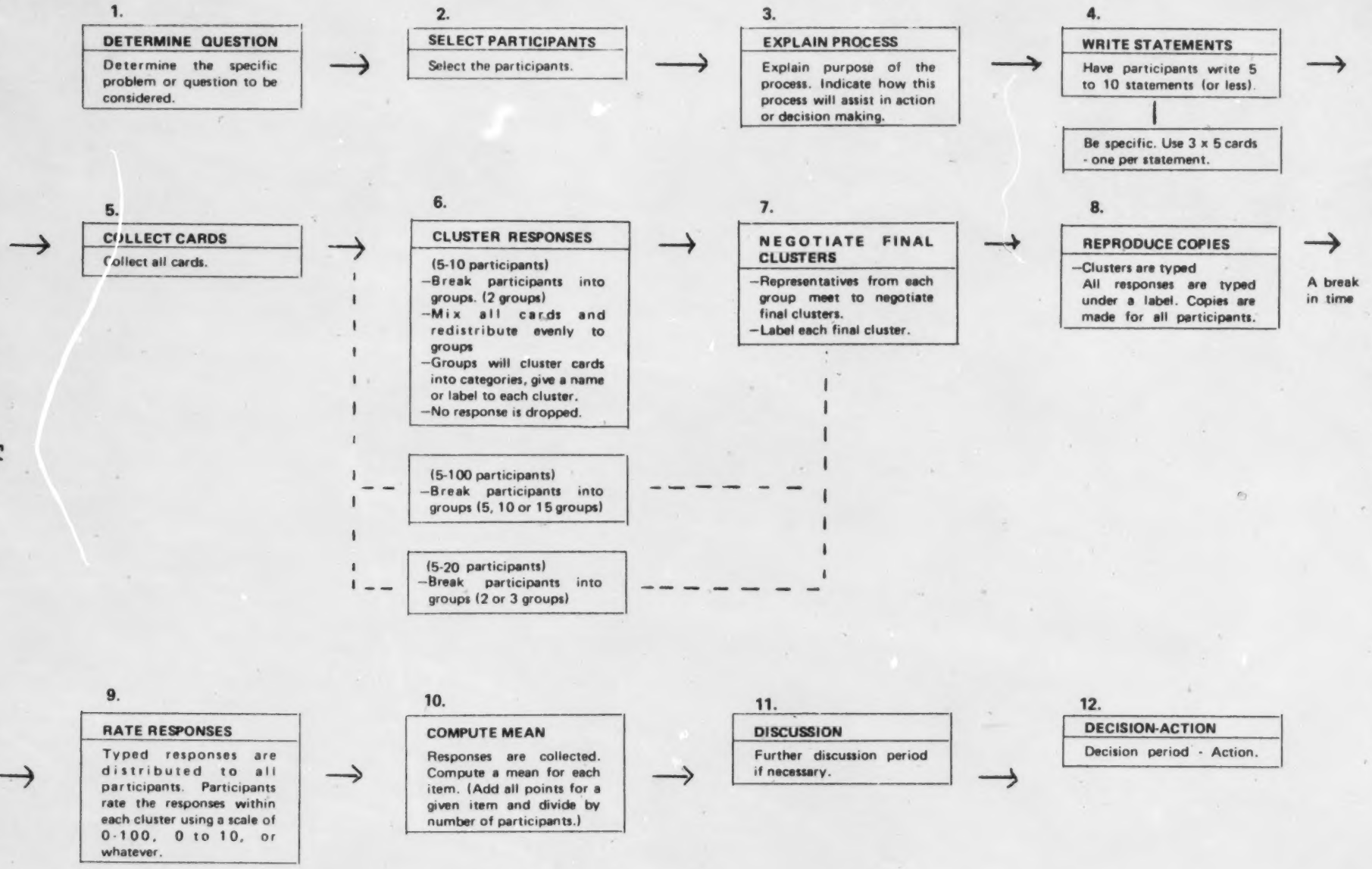
STEPS OF PROCESS

1. Determine Question
2. Select Participants
3. Explain Process
4. Write statements
   *Use 3 x 5 cards 1-3 apiece
5. Collect cards
*6. Cluster responses
*7. Negotiate Final Clusters
8. Reproduce Copies
9. Rate Responses
10. Compute Mean
11. Discussion
12. Decision

*Optional

CREDIT: Credit to ACSA Project Leadership for introducting the technique to participants.

DELPHI PROCESS – SIMPLIFIED


1.
DETERMINE QUESTION
Determine the specific problem or question to be considered.
2.
SELECT PARTICIPANTS
Select the participants.
3.
EXPLAIN PROCESS
Explain purpose of the process. Indicate how this process will assist in action or decision making.
4.
WRITE STATEMENTS
Have participants write 5 to 10 statements (or less).
Be specific. Use 3 x 5 cards - one per statement.
5.
COLLECT CARDS
Collect all cards.
6.
CLUSTER RESPONSES
(5-10 participants)
–Break participants into groups. (2 groups)
–Mix all cards and redistribute evenly to groups
–Groups will cluster cards into categories, give a name or label to each cluster.
–No response is dropped.
(5-100 participants)
–Break participants into groups (5, 10 or 15 groups)
(5-20 participants)
–Break participants into groups (2 or 3 groups)
7.
NEGOTIATE FINAL CLUSTERS
–Representatives from each group meet to negotiate final clusters.
–Label each final cluster.
8.
REPRODUCE COPIES
–Clusters are typed
All responses are typed under a label. Copies are made for all participants.
A break in time
9.
RATE RESPONSES
Typed responses are distributed to all participants. Participants rate the responses within each cluster using a scale of 0-100, 0 to 10, or whatever.
10.
COMPUTE MEAN
Responses are collected. Compute a mean for each item. (Add all points for a given item and divide by number of participants.)
11.
DISCUSSION
Further discussion period if necessary.
12.
DECISION-ACTION
Decision period - Action.

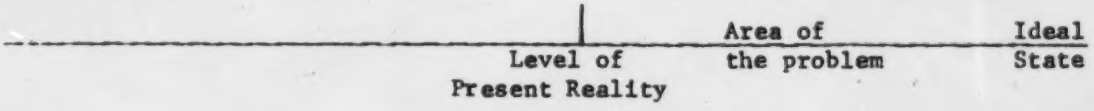
The Delphi Process – Simplified is one technique for gathering information with which to make decisions.

FORCE FIELD TECHNIQUE

ORGANIZATIONAL PROBLEM-SOLVING SCHEME

Each stage of this process requires a great deal of time. The scheme is as follows:

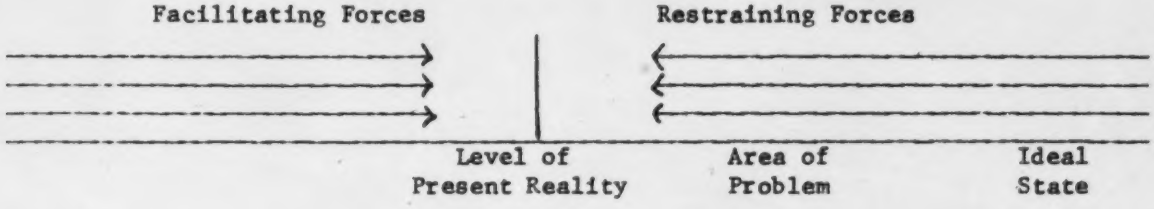
Stage 1: Problem Identification. What is the problem? A problem is defined as falling short of an ideal goal. It can be visualized by the following diagram:



During Stage 1, each staff member should define his problem concretely and behaviorally, making provisions within his statement for his own involvement as well as his feelings about the problem.

Stage 2: Problem Analysis. For the next step, a field-of-forces analysis is prepared as illustrated below:

Force Field Analysis



Thinking of the present state of the problem as a balance between opposing forces, try to list all the forces on one side of the issue. Now list all forces on the other side, (e.g., In the present state of world affairs, suppose that daily events are the result of U.S. forces and Chinese forces: these are the two "sides.").

Go back and think about how important each force seems to you. If it seems very important, put a "5" next to it in the left hand margin. Rate each of the forces of "1" to "5," depending on how important the force being described appears to you.

Stage 3 Brainstorming. The third step in the problem-solving sequence is to "brainstorm" ways of decreasing the strength of the restraining forces. Emphasis is put on reducing forces because this emphasis is more likely to support effective change. Brainstorming involves thinking up many different ideas, sometimes wild ideas, without evaluation. After the brainstorming is concluded, a judgment should be made as to which ideas are feasible and which ones should be forgotten about for the present. Both brainstorming and force-field analysis encourage a norm of seeking a variety of solutions before making a decision.

Stage 4: Designing Concrete Plans of Action. During the fourth stage, attempts are made to plan for actions that will reduce the restraining forces. The designs should include: (1) clear statements of goals, (2) concrete procedures for achieving the goals, and (3) procedures for getting feedback to see if goals are being reached.

Stage 5: Trying Out the Plan Through a Simulated Activity. The best way of trying to implement a plan ultimately is to try it out by role-playing or simulation. Feedback can be given by other members of the staff; the plan can be altered for improvement; and, finally, the plan is ready to be tried out.

MT. DIABLO UNIFIED SCHOOL DISTRICT

Prioritizing of solutions may be accomplished by the Nominal Grouping procedure.

NOMINAL GROUPING

Provide 10 cards for each participant per category or cluster

Identify 10 most important items on cards

Select most important of ten and assign point value of 10

Select least important of remaining nine and assign point value of 1

Select most important of remaining eight and assign point value of 8

Select least important of remaining seven and assign point value of 2

Continue to conclusion

Tally again with a group priority of all ten items

Forced prioritizing using a form similar to the following:

Cluster Name or Label	Check 4 Most Important	Check 2 Most Important	Check 1 Most Important
1. Statement or Response			
2. "	"		
3. "	"		
4. "	"		
5. "	"		
6. "	"		

etc.

IV. STAFF DEVELOPMENT

MANAGEMENT SELF-ASSESSMENT INVENTORY OF SKILLS AND INTEREST

PLEASE RESPOND TO EACH ITEM

NAME _____

		INTEREST			EXPERIENCE
I.	STUDENTS	HIGH	MINIMAL	WOULD LIKE MORE INFORMATION BEFORE DECIDING	SKILLED AND CAN SHARE
1.	Planning and implementing effective and due process student discipline practice				
2.	Managing effective main-streaming of handicapped students				
3.	Developing and maintaining student leadership systems				
4.	Encouraging and maintaining positive self image in students				
5.	Other				
II.	STAFF RELATIONS	XXXXXXX	XXXXXXXXX	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXX
6.	Organizing and conducting school site council respon-sibilities				
7.	Managing affirmative action practices and policies				
8.	Managing the District's contracts within Individual School Management System (ISMS) Site Council structures				
9.	Cooperatively planning budget with staff and council				
10.	Organizing accountability processes for administrative personnel				
11.	Organizing and maintaining accountability for District office personnel				

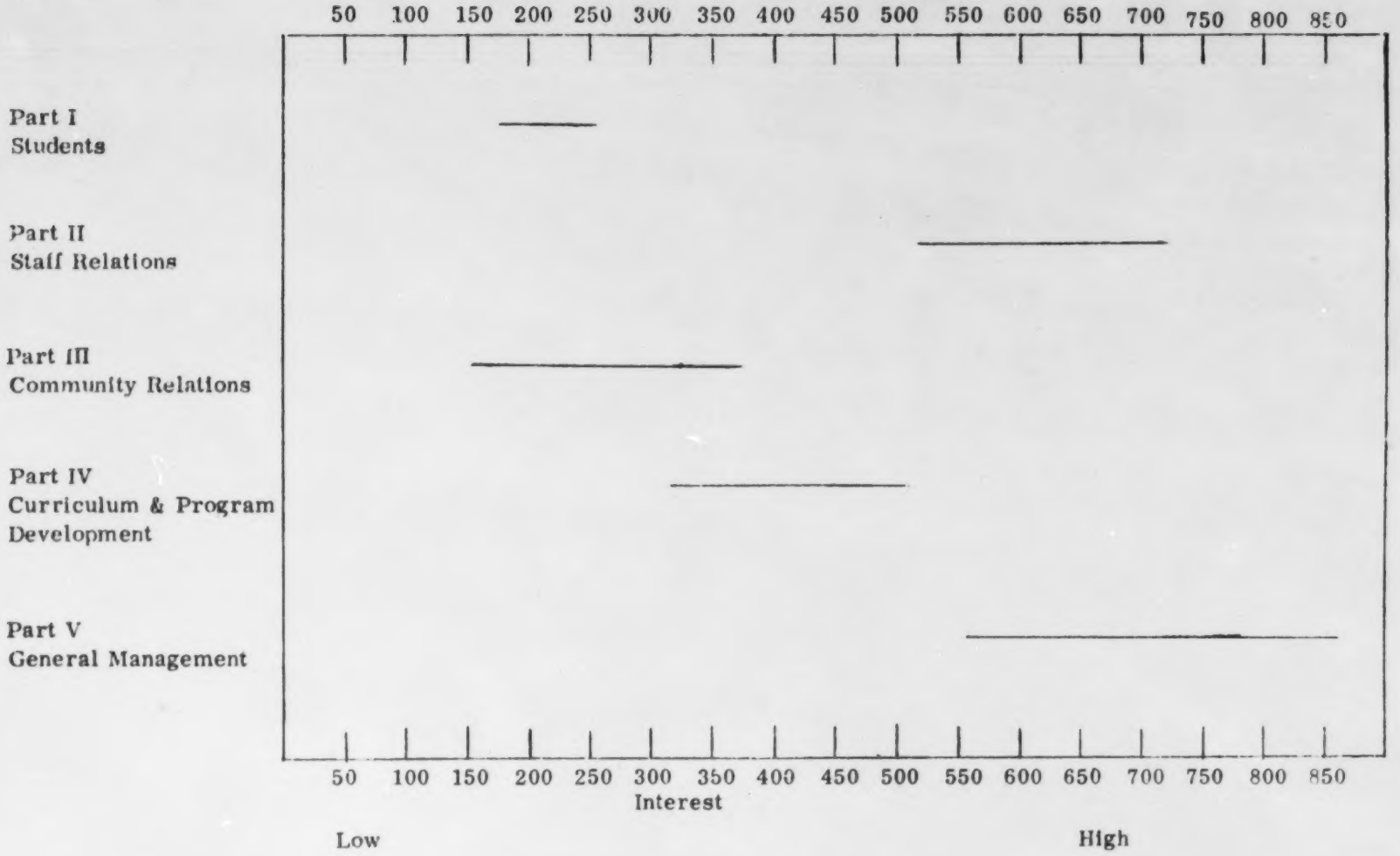
	INTEREST			EXPERIENCE
	HIGH	MINIMAL	WOULD LIKE MORE INFORMATION BEFORE DECIDING	SKILLED AND CAN SHARE
12. Managing personnel practices in marginally defined areas of contracts				
13. Organizing and facilitating teacher staff development programs				
14. Organizing and facilitating classified staff development programs				
15. Defining staff performance standards				
16. Refining shared decision making processes				
17. Defining administrator rights and responsibilities				
18. Other				
III. COMMUNITY RELATIONS	XXXXXXXX	XXXXXXXXXX	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
19. Creating and maintaining relations with parent club within site council structure				
20. Organizing and facilitating community involvement in school programs				
21. Using community resources in planning and program				
22. Developing and using effective techniques in public relations				
23. Developing and using effective communication systems with community and parents				
24. Other				
IV. CURRICULUM AND PROGRAM DEVELOPMENT	XXXX	XXXXXXXXXX	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
25. Planning and implementing AB 65 provisions in program improvement				
26. Developing and using needs assessment procedures				

	INTEREST			EXPERIENCE
	HIGH	MINIMAL	WOULD LIKE MORE INFORMATION BEFORE DECIDING	SKILLED AND CAN SHARE
27. Profitably using program evaluation processes				
28. Developing competency based course requirements				
29. Improving guidance and counseling practices				
30. Developing and using learning centers				
31. Developing and using effective instructional goals				
32. Developing and using diagnostic procedures pertaining to classroom interactions				
33. Other				
V. GENERAL MANAGEMENT	XXXXXXXX	XXXXXXXXXX	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXX
34. Improving conflict resolution technique				
35. Improving plant and facilities management				
36. Developing and managing differentiated staffing organizations				
37. Implementing data-based decision making				
38. Organizing and using effective certificated staff evaluations				
39. Organizing and using effective classified staff evaluations				
40. Organizing and using effective administrative staff evaluations				
41. Finding and using procedures for improving school climate				
42. Finding and using procedures for improving personal climate				

	INTEREST			EXPERIENCE
	HIGH	MINIMAL	WOULD LIKE MORE INFORMATION BEFORE DECIDING	SKILLED AND CAN SHARE
43. Developing management-by-objectives processes				
44. Improving time management procedures				
45. Developing and using simulation games for improvement of management skills				
46. Improving techniques for analyzing forces working for and against solutions to problems				
47. Improving group process technique				
48. Other				

MANAGEMENT SELF-ASSESSMENT INVENTORY RESULTS

Total Population N 125 *

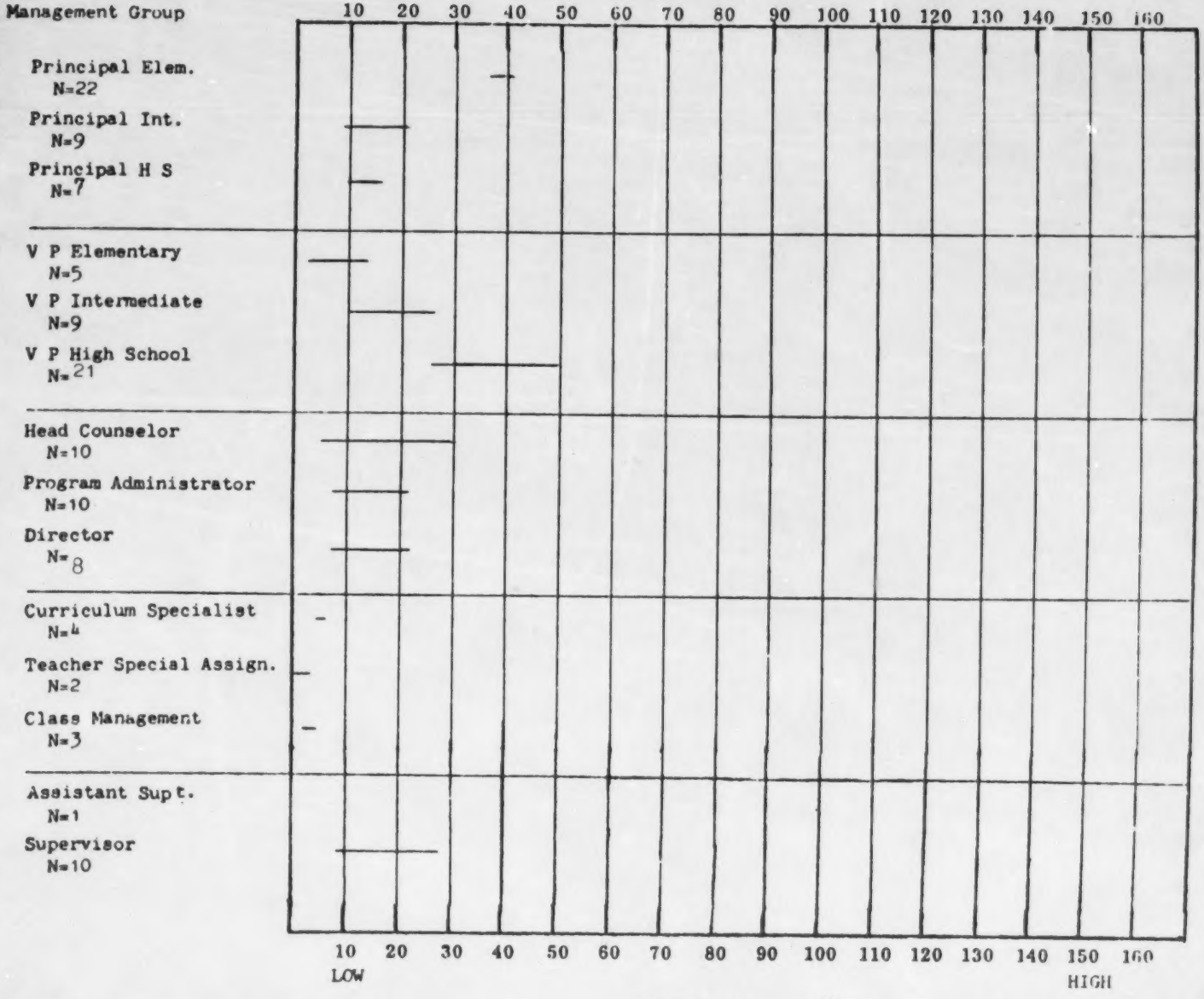


71

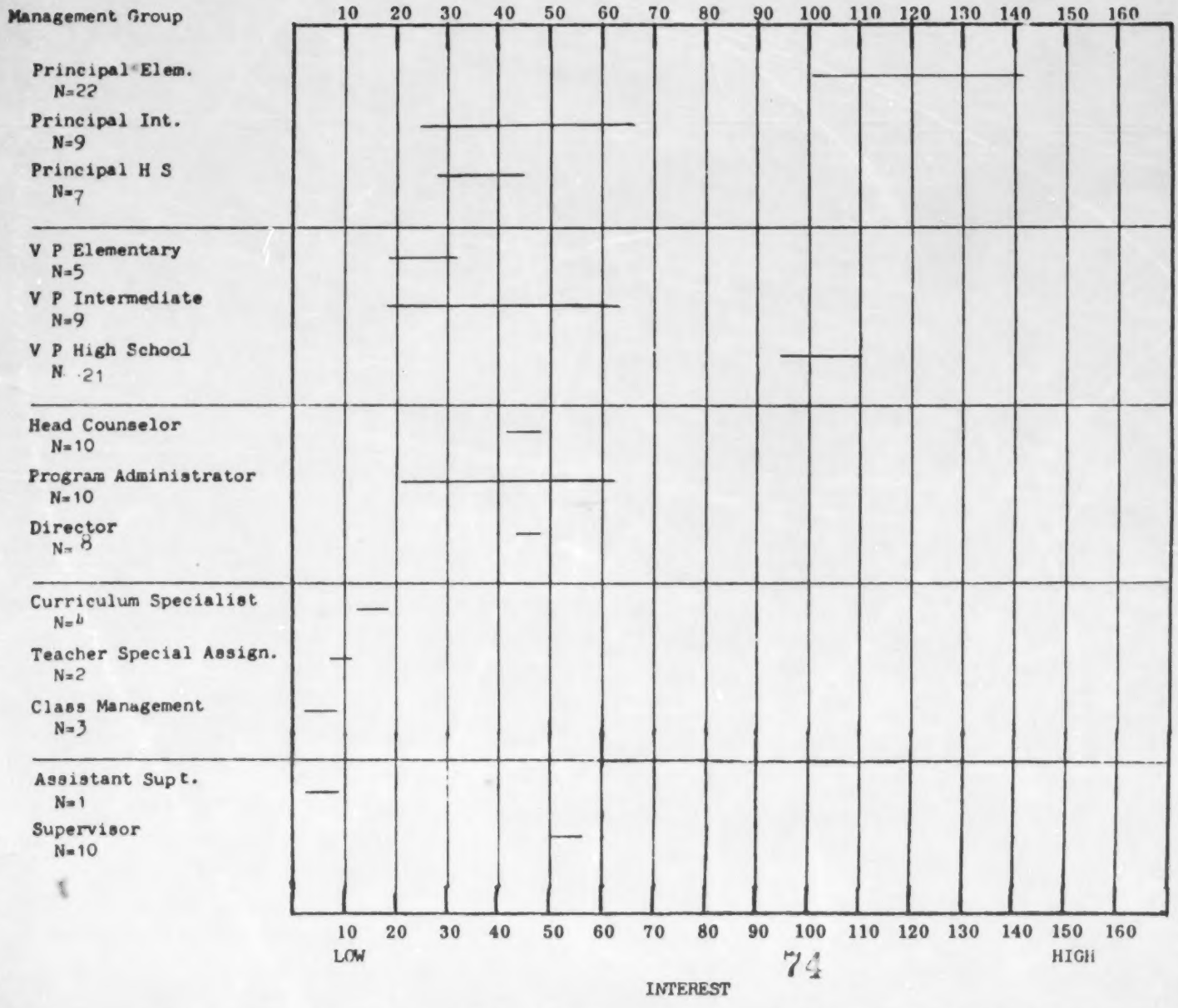
* One person who is not identified by group is in the total population.

72

MANAGEMENT SELF-ASSESSMENT INVENTORY
PART I STUDENTS


Management Group
10 20 30 40 50 60 70 80 90 100 110 120 130 140 150 160
Principal Elem. N=22
Principal Int. N=9
Principal H S N=7
V P Elementary N=5
V P Intermediate N=9
V P High School N=21
Head Counselor N=10
Program Administrator N=10
Director N=8
Curriculum Specialist N=4
Teacher Special Assign. N=2
Class Management N=3
Assistant Supt. N=1
Supervisor N=10
10 20 30 40 50 60 70 80 90 100 110 120 130 140 150 160
LOW
HIGH
INTEREST

MANAGEMENT SELF-ASSESSMENT INVENTORY
PART II STAFF RELATIONS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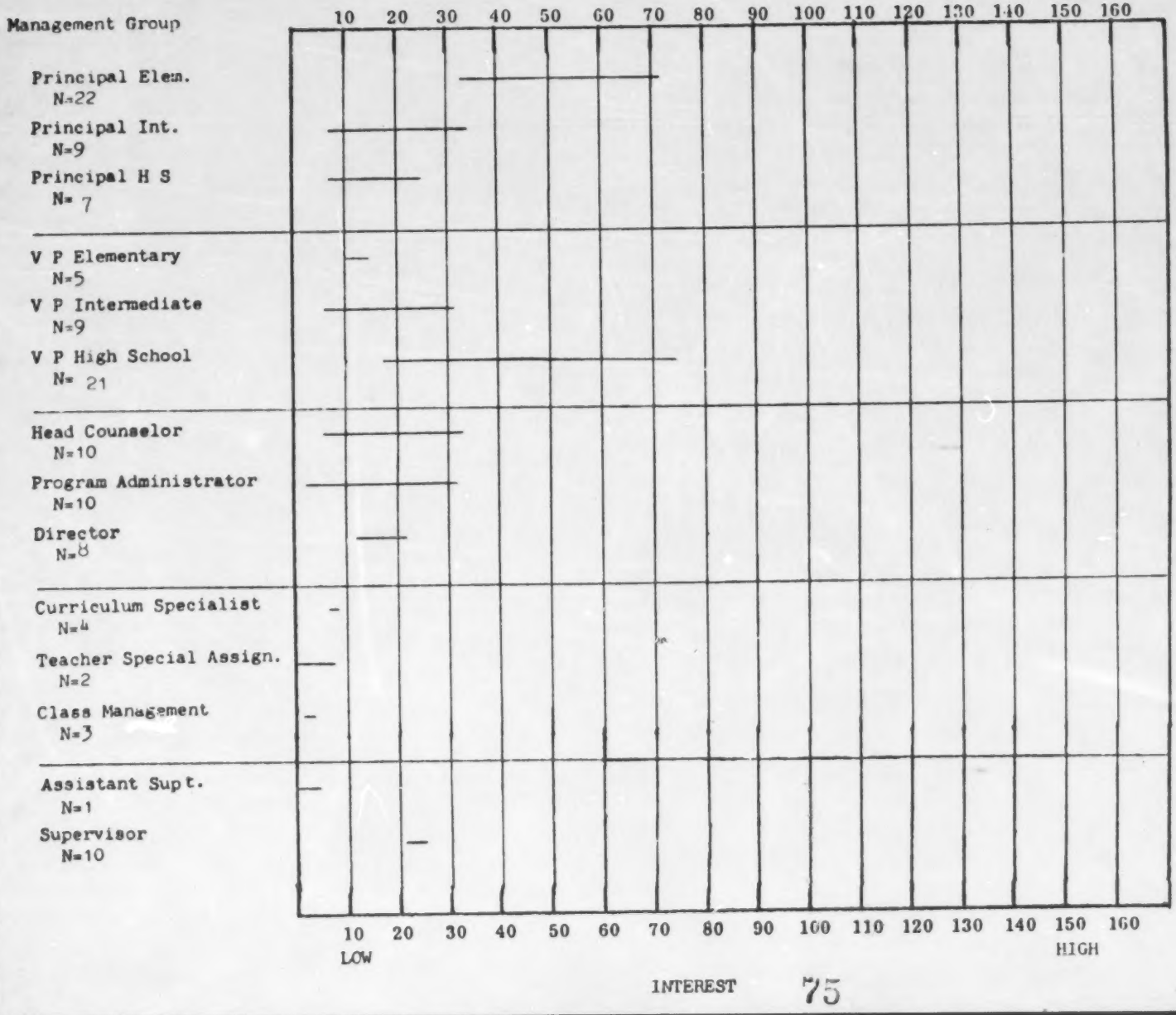
Head Counselor N=10
Program Administrator N=10
Director N=8
Curriculum Specialist N=4
Teacher Special Assign. N=2
Class Management N=3
Assistant Supt. N=1
Supervisor N=10
10 20 30 40 50 60 70 80 90 100 110 120 130 140 150 160
LOW
HIGH
INTEREST

MANAGEMENT SELF-ASSESSMENT INVENTORY
PART III COMMUNITY RELATIONS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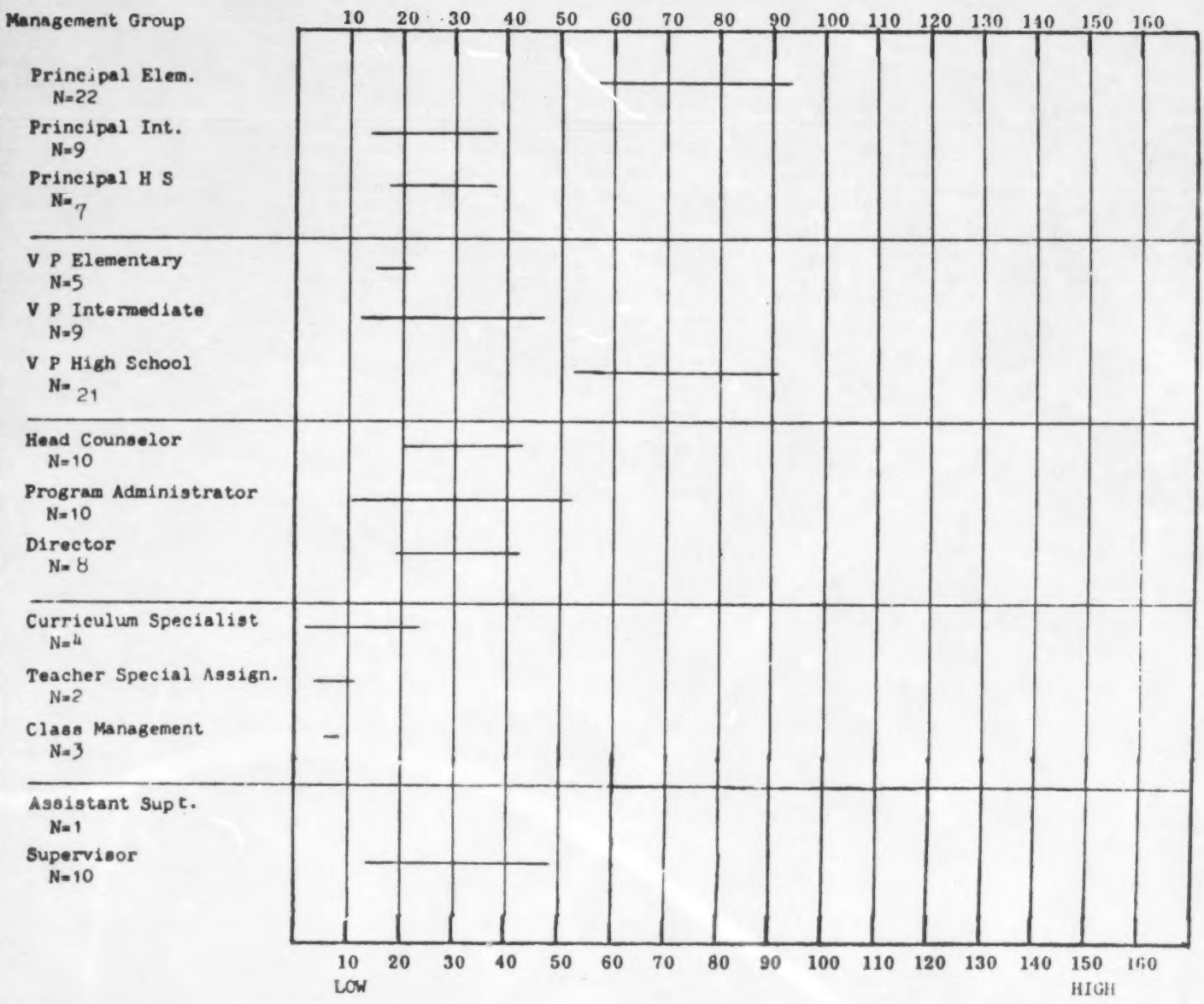
Principal Elem. N=22
Principal Int. N=9
Principal H S N= 7
V P Elementary N=5
V P Intermediate N=9
V P High School N= 21
Head Counselor N=10
Program Administrator N=10
Director N=8
Curriculum Specialist N=4
Teacher Special Assign. N=2
Class Management N=3
Assistant Supt. N=1
Supervisor N=10
10 20 30 40 50 60 70 80 90 100 110 120 130 140 150 160
LOW
HIGH
INTEREST

MANAGEMENT SELF-ASSESSMENT INVENTORY
PART IV CURRICULUM & PRO. DEV.


Management Group
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Principal Int. N=9
Principal H S N=7
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Head Counselor N=10
Program Administrator N=10
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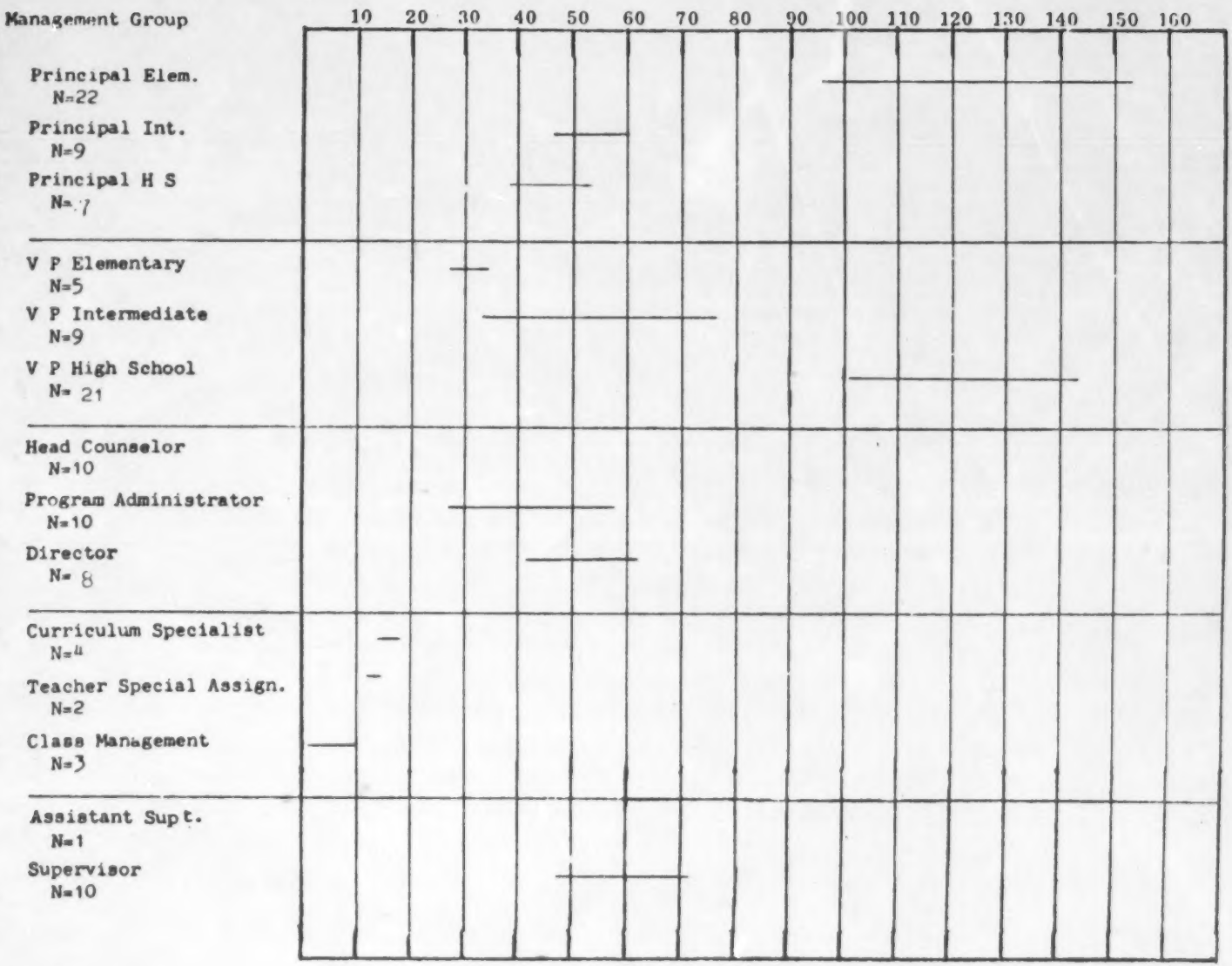
Curriculum Specialist N=4
Teacher Special Assign. N=2
Class Management N=3
Assistant Supt. N=1
Supervisor N=10
10 20 30 40 50 60 70 80 90 100 110 120 130 140 150 160
LOW
HIGH
INTEREST

MANAGEMENT SELF-ASSESSMENT INVENTORY
PART V GENERAL MANAGEMENT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Head Counselor N=10
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Curriculum Specialist N=4
Teacher Special Assign. N=2
Class Management N=3
Assistant Supt. N=1
Supervisor N=10
10 20 30 40 50 60 70 80 90 100 110 120 130 140 150 160
LOW
HIGH
INTEREST

Name _____

Grade Level _____

Subject Area _____

School _____

TEACHER SELF-ASSESSMENT INVENTORY

PLEASE RESPOND TO EACH ITEM

	INTEREST			EXPERIENCE
I INTERPERSONAL COMMUNICATION	HIGH	MINIMAL	WOULD LIKE MORE INFORMATION BEFORE DECIDING	SKILLED AND CAN SHARE
1. Learning strategies for communicating to the community				
2. Communicating and interacting with parents				
3. Knowing when and where to refer student problems				
4. Developing strategies to successfully involve classroom assistants				
5. Initiating and building professional relationships with colleagues				
6. Resolving teacher/administrator differences in a positive and effective manner				
7. Other				
II DEVELOPING PUPIL SELF	XXXXXXXXX	XXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
8. Facilitating pupil self-concept and worth				
9. Facilitating pupil social interaction				
10. Instilling in the student the will to learn on his/her own initiative				
11. Other				

		INTEREST			EXPERIENCE
		HIGH	MINIMAL	WOULD LIKE MORE INFORMATION BEFORE DECIDING	SKILLED AND CAN SHARE
III	INDIVIDUALIZING INSTRUCTION	XXXXXXX	XXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
12.	Assessing and selecting appropriate materials and activities for individualized instruction				
13.	Creating and developing materials and learning options				
14.	Implementing and supervising individualized instruction				
15.	Other				
IV	ASSESSMENT	XXXXXXX	XXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
16.	Coping with the task of evaluating and communicating student progress				
17.	Selecting and specifying performance goals and objectives				
18.	Establishing appropriate performance standards				
19.	Constructing and using tests for evaluating academic progress				
20.	Involving students in self-evaluation				
21.	Diagnosing basic learning difficulties				
22.	Identifying students with disabilities who need referral or special remedial work				
23.	Other				
V	DISCIPLINE	XXXXXXX	XXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
24.	Using methods of classroom discipline at appropriate times				
25.	Maintaining classroom control without appearing as an ogre to students				

		INTEREST			EXPERIENCE
		HIGH	MINIMAL	WOULD LIKE MORE INFORMATION BEFORE DECIDING	SKILLED AND CAN SHARE
26.	Identifying student attitudes as an aid to solving problems in and out of the classroom				
27.	Other				
VI	DEVELOPING PERSONAL AND PROFESSIONAL SELF	XXXXXXX	XXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
28.	Evaluating your instructional methods and procedures				
29.	Developing or modifying instructional procedures to suit your own strengths				
30.	Developing a personal self-evaluation method				
31.	Developing a greater capacity for accepting others' feelings				
32.	Other				
VII	ORGANIZATION FOR INSTRUCTION	XXXXXXX	XXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
33.	Using alternative methods in school organization (e.g. multi-age grouping, continuous progress, open classroom, mini courses)				
34.	Utilizing staff resources (e.g. team teaching, aides, flexible scheduling)				
35.	Deciding on appropriate pupil-grouping procedures for instruction within the classroom				
36.	Creating optimum physical environments for learning				
37.	Managing classrooms in order to get maximum benefit				
38.	Presenting information and directions				

		INTEREST			EXPERIENCE
		HIGH	MINIMAL	WOULD LIKE MORE INFORMATION BEFORE DECIDING	SKILLED AND CAN SHARE
39.	Deciding which teaching technique is best suited for a specific purpose				
40.	Using questioning procedures that facilitate learning				
41.	Gearing instruction to problem solving				
42.	Using multi-media				
43.	Providing for reinforcement of basic skills				
44.	Other				
VIII	FUTURE TRENDS AND ISSUES IN EDUCATION	XXXXXXXXX	XXXXXXXXXX	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXX
45.	Keeping abreast of developments in your own subject matter area				
46.	Year-around schools				
47.	Mainstreaming handicapped children				
48.	Alternative education programs				
49.	Vocational and career education				
50.	Teacher centers				
51.	Professional retraining for future manpower needs				
52.	Legislation affecting teachers				
53.	Other				

DATA SUMMARY SHEET

LIST THE NUMBERS OF YOUR FIVE HIGHEST INTERESTS IN THE FOLLOWING ORDER:

	NUMBER	IMPLEMENTATION CODE
FIRST		
SECOND		
THIRD		
FOURTH		
FIFTH		

FOR EACH, INDICATE YOUR PREFERRED METHOD OF INSERVICE

IMPLEMENTATION CATEGORY CODE

W - workshop

G - informal group

CC - college/university course

P - individual project

V - visitation

O - other

V. PLANNING

BOARD OF EDUCATION GOALS

The purpose of the educational program in the Mt. Diablo Unified School District is to help children to develop intellectually, socially, emotionally, and physically.

We believe that education has responsibility to the individual and to society.

We believe that responsibility to the individual may best be realized when the educational program provides for:

1. Development of the basic skills of communication and computation.

2. Development of basic skills in good human relationships.

3. Opportunities for the student to make choices, to think critically, to experience success, to deal with failure constructively, and to respect and respond to the principle of constituted authority.

4. Developing a sense of personal worth coupled with self-discipline and governed by a code of moral and ethical values.

5. Developing an understanding of the importance of physical and mental health.

6. Opportunities in vocational education and training and in career education.

7. Development of interest and participation in recreational and leisure-time activities.

8. Experiences that encourage appreciation of and/or participation in the creative and fine arts and other areas of the humanities.

9. Development of interest in life-long learning and preparation for continued education.

We believe that responsibility to society may best be realized when the educational program provides for:

1. Knowledge, appreciation and understanding of the American heritage and development of a desire to participate in local, national, and world affairs.

2. Knowledge, appreciation, and understanding of the democratic form of government, the history of the United States, and the Constitution of the United States.

3. Knowledge and understanding of various governments, societies, and ideologies along with their impact on human existence.

4. An understanding of scientific principles related to human development and the impact of technology on man and his environment.

5. An understanding of the contributions of the humanities to the development of social institutions and mores.

6. Development of a wholesome attitude toward the family and a willingness to accept responsibilities in the family as a significant unit in our society.

7. Development of respect for and understanding of the rights, privileges, and contributions of all individuals, groups and peoples.

8. Development of skills and attitudes which enable the individual to cope with change and conflict in our society and to become an independent, productive member of society.

We believe that these goals can best be achieved when the educational program:

1. Is adjusted insofar as possible in degree and scope to the intellectual, emotional, and physical capacities of the individual students.

2. Is related to the student's past experience and future goals.

3. Is provided in an atmosphere of kindness, sensitivity, and mutual respect.

Board of Education

SUPERINTENDENT'S GOALS FOR 1977-78

1. Management System

   1.1 Continue implementation of management system.

   1.2 Proceed with development of management system.

2. Reclassification Study

   2.1 Make necessary changes in upgrading classified salaries and classifications.

   2.2 Budget an amount for regular reclassification of employees - both classified and certificated.

3. Fiscal Services

   3.1 Strengthen and reorganize Fiscal Services Department.

   3.2 Strengthen the Accounting Office, both in personnel and procedures.

4. Budget

   4.1 Chart out for easy perusal

      (1) money source
      (2) spending categories
      (3) running account of what spent - how much left

5. Alternative Programs - Open Enrollment

   5.1 Develop an open enrollment plan for Mt. Diablo

   5.2 Develop and encourage more alternative programs within each school. (This may give continuity if families move within district.)

   5.3 Increase choices for parents and students - open enrollment can be good, especially (I think) on high school level.

   5.4 Continue expansion of more alternative programs with emphasis on further study of open enrollment, working toward a recommendation with respect to the 1978-79 school year.

SUPERINTENDENT'S LONG-RANGE GOALS 3 - 5 YEARS

1977-78 - 1979-80

The long-range goals are listed in order of priority. The top three are listed as follows and will be given utmost attention. The remaining long-range goals are listed in order of priority and we will do as much as possible in those areas as we can.

1. Long-Range Planning

   1.1 Develop long-range plan (or plans).

   1.2 Develop data-based decision-making procedures.

   1.3 Continue work on long-range planning, in all areas, such as curriculum, as well as on budget and facilities planning.

2. Parent Involvement

   2.1 Stress involvement of parents, students, citizens on local and district level.

   2.2 Develop a plan for parent involvement at school level.

3. Study the structure of our K-8 system to determine if it needs redesigning and make necessary changes.

4. Work to establish a reserve of at least 1 to 3 percent.

5. Vocational opportunities. Can this be implemented in 10th with idea of helping the "turned off"?

Cabinet

SUPERINTENDENT'S GOALS 1977-78

1. Management System

1.1 Continue to emphasize that all kids are the responsibility of every administrator.

1.2 Redesign system of Evaluating Administrative Team Members.

1.3 Develop District Handbook of Policy, Practices, etc.

1.4 Continue the process of Role Clarification.

1.5 Strengthen the revised organizational pattern through working conscientiously with the structure.

1.6 Clean up the lines of authority.

1.7 Try to identify those roles which are generally considered cosmetic and those that are substantive in management so that Cabinet can (1) be apprised of the many functions pursued by Superintendent and (2) assist in performing some of the cosmetic and substantive functions.

1.8 Provide an opportunity for individual analysis of fulfillment of role or responsibilities under the new organizational structure.

1.9 Restate the goals of the District. Turn these goals into quantifiable objectives for staff implementation.

1.10. Implement the ISMS with the pilot schools.

1.11 Implementation of Management System.

1.12 Management System

1. Continue
2. Non-participating schools make available functional materials for their use.

1.13 Insist that established procedures be followed when requests come directly to the Superintendent.

1.14 Productive meetings (with follow-up).

1.15 Complete implementation of Administrative reorganization to the extent effective input and feedback by and to field administrators is a reality.

1.16 Develop system for assuring more compliance by certain Field Administrators in carrying out District policy, guidelines, procedures.

2. Curriculum Development

2.1 Submit a proposal for Child Care Centers to the Board of Education.

2.2 Insist that Continuation High School, Vocational Ed and Post High School adjustment and employment be coordinated and reviewed overall so the District will eventually provide direction for youth.

2.3 Study of Intermediate School Programs with some consideration given to expanding grade span.

2.4 Submit a plan for Open Enrollment to the Board of Education.

2.5 Develop process for Curriculum Development with Board of Education approval and commitment.

2.6 Develop process for Staff Development (Inservice) with Board of Education commitment and support.

3. Data Processing

3.1 Develop Data Base of Management Information.

3.2 Implement initial data base systems in personnel and payroll. Plan pupil data base, begin implementation.

3.3 Data Processing - Greater use for Educational Services.

3.4 Perform surgery in the Data Processing Center so that (1) the State Assistance Team Report can have some meaning and (2) the District can realize the benefits of the hardware.

3.5 Straighten out Data Processing.

3.6 Gear up for effective development of data processing capability of the District.

4. Fiscal Services

4.1 Develop and begin implementation of medium and long-range planning for:
a) facilities
b) staffing
c) budget

4.2 Submit a 3-year Budget Plan to the Board of Education.

4.3 Budget - more functional data to Administrators in Educational Services

4.4 Sell the former Concord Elementary School property and build new warehouse and maintenance facility.

4.5 Fiscal Services - Strengthen and reorganize.

5. Communication

5.1 Develop better relations with the press.

5.2 Work toward improving credibility between District office and site adminstration.

5.3 Strive toward improving the District's image - that is continue . . . you have been doing so.

5.4 Cabinet conduct role-playing or similar anticipatory responses to Board meeting audience reactions so that Cabinet can be of some assistance to the Superintendent in the Board meetings.

5.5 Continue efforts to improve communications. Concentrate on consistency and accuracy.

5.6 Review, prior to the implementation or public information level, any major proposals for change.

5.7 Improve communication.

5.8 Strengthen relationships with local newspapers.

5.9 Improve the mail service by providing the facility, improvement, manpower, vans - even mailing stickers.

5.10 Reinstate a Superintendent's Newsletter.

522/2

SUPERINTENDENT'S GOALS

Attached is a follow-up report of short-term and long-term (3-5 years) goals established by the Board of Education and the Cabinet for 1977-78 and 1978-79. Principals will be asked to establish the Superintendent's Goals in June, 1978, and the entire Management Team in August, 1978. A progress report will be issued between June 30 and September 1, 1978 for the 1977-78 goals.

	BOARD OF EDUCATION				CABINET			
	1977-78	1978-79	3-5 Years 1977	3-5 Years 1978	1977-78	1978-79	3-5 Years 1977	3-5 Years 1978
1.	Management System	Communication Relationships	Long Range Planning	Business Operations	Management System	Business Operations (Data Process-ing, Maint.,etc.)	Wasn't Done in 1977	Curriculum
2.	Reclassification Study	Curriculum Development	Parent Involvement	Management System	Curriculum Development	Curriculum Development		Personnel
3.	Fiscal Services	Management System	K-8 System	Alternate Prog. Open Enroll.	Data Process.	Personnel		Communications Relationships
4.	Budget	Personnel	Budget Undistributed Reserve at 1-3 percent	Budget	Fiscal Svcs.	Management System		Business Operations
5.	Alternative Programs Open Enrollment	Budget	Vocational Opportunities	Curriculum Communication Reclassification	Communications	Communication Relationships		
6.						Budget		

308/3

ISMS Summary Chart

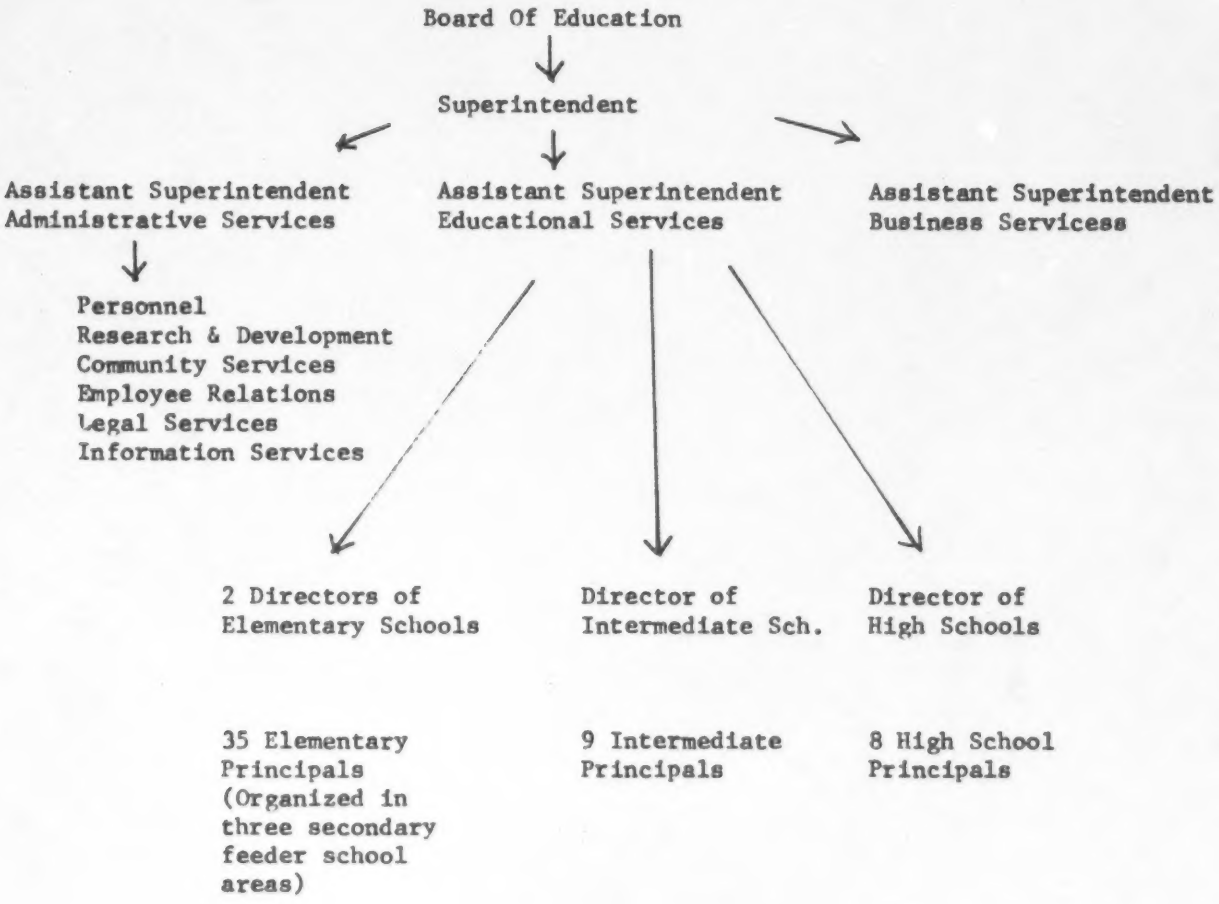
School: _____

Component	Date To Be Completed
1. Local System for Decision-Making	_____
Describe: _____	
_____	
_____	
_____	
_____	
2. Site Council Organized	_____
Meetings Held	_____
3. Analysis of Academic Test Data	_____
Improvement Plan	_____
4. Learning Climate Surveys	
Parents	_____
Staff	_____
Students	_____
Improvement Plan	_____
5. Staff Development Surveys	
Staff	_____
Management	_____
6. Proposal for Inservice Program (based on Test Data, Climate Survey and Staff Development Survey)	_____

502/10

VI. ORGANIZATION

TABLE OF ORGANIZATION (Partial)



ESTABLISHING A SCHOOL SITE COUNCIL

The Mt. Diablo District is committed to an effort to insure that the education of our children is a shared responsibility involving a partnership with state, local and community effort through the Individual School Management System. School management requires a partnership among participants covering boards, administrators, teachers, parents, students, and community members to bring together the talents and energies of the total community to focus on student needs.

The Individual School Management System offers local schools an opportunity to plan programs which will prepare students from all socioeconomic groups with skills and knowledge that will enable them to choose the direction they wish to follow, be it higher education or the world of work, while becoming a productive member of society.

Under the provision of the Education Code Section 52011(b), the school Board of Education must establish guidelines for formation of site councils in all schools.

If for some reason a school feels that it would prefer to postpone involvement in the Individual School Management Program, School Improvement Program and/or any other grant, the school Site Council should take a formal vote and request such through the site principal who transmits the recommendation to the Board of Education, the final decision-making body.

This document contains common guidelines to be followed by all schools in establishing a school Site Council under the requirements of either AB 65, the Individual School Management System, or any other federal and/or state funded grant.

School Site Council Composition

A school Site Council shall be composed of the principal and representatives of classroom teachers selected by classroom teachers at the school, other school personnel selected by other school personnel at the school, parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

At the elementary level the Council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of the parents and students.

At both the elementary and secondary levels, classroom teachers shall comprise the majority of persons represented under subdivisions (a) of this section.

To insure broad representation, "other school personnel" shall be interpreted to include classified, other support personnel, and/or administrative personnel.

Existing schoolwide advisory groups or school support groups may be utilized as the school Site Council if such groups conform to the provisions of this section.

The number of representatives on each Site Council is to be determined at the local level and may be 10 to 24 in membership. A composition pattern must follow the requirements as explained above. Members should serve 2 year terms with half of groups A and B above being replaced each year.

Also, a secondary level school Site Council may include a community, nonparent as a nonvoting member. At least one parent should represent special education. Secondary schools should balance parent membership among feeder schools. Student members should represent as many segments of the student body as possible. In general there should be an effort to include students and parents on the council that represent all educational and socioeconomic aspects of the school community.

School Site Councils are encouraged to include in their meetings other interested and helpful persons who serve in a consultancy role. An elementary school with seventh or eighth grades may include a student representative in such a role on its school Site Council.

Selection Process

Consideration should be given to a variety of selection and replacement processes and the final decision should be based on what is best for the school. Care should be taken to assure that persons or groups not usually or previously involved have an opportunity to participate in the selection process.

Possible Selection Processes

In each case, members are selected by their peers in one of the following ways:

1. Nomination and balloting within each required group.

2. Appointment of the representative to the school Site Council by each required group.

3. Nomination of candidates by existing school and community groups with final selection of representatives from each required group by their peers.

4. Election or selection by peer group following volunteering for the position.

5. If no members have been selected by a particular group in one through four above, the chairperson may on an interim basis, ask for volunteers and/or select members.

Possible Replacement Processes

In each case the required composition of the school Site Council must be maintained. Replacement of individual members may be accomplished by any of the following, if such becomes necessary:

1. Appointment by the chairperson

2. Appointment by school Site Council recommendation.

3. Replacement by any method used for selection.

Roles of Membership

General Membership - Each member is an equal voting participant. Each member may act as a liaison to his broad constituency, but does not represent any special interest group.

Principal - the principal as the educational leader must assume the chairperson responsibility.

Purpose and Responsibilities of the Site Council

Site Councils are established by authority of the Board of Education. Their purposes and responsibilities are limited and/or pertain only to budget and curriculum or general activities associated with the particular grant under which they are funded, be it Title IVC, AB 65, or any other federal or state grant.

Inservice Needs of or for Members

The Site Council determines inservice needs based upon an assessment of the ability of council members to carry out its responsibilities. The council plans inservice activities. These may include budget processes, communication skills, trust building, shared decision-making techniques, conflict resolution, AB 65, learning theory, time management, change process, advocacy, Delphi, brainstorming, prioritizing, consensus.

Inservice resources may include district staff, county office staff, universities, consortiums, outside consultants, organization staff. The Council evaluates inservice based on achievement of goals.

Planning

The school Site Council collects information, understands meaning of goals, collectively determines goals, and involves other interested groups in the process.

Organizing the Task

The school Site Council determines the organizational structure best suited to accomplish the task. Samples include standing or ad hoc committees, task force, committee of the whole.

Implementation and Operational Evaluation Process

The council will have ongoing responsibility to review with the principal, teachers other school personnel and pupils the implementation of the school improvement program and to assess periodically the effectiveness of the program. The council will also be responsible for annually reviewing and updating the school improvement plan and for establishing the annual school improvement budget. The following questions may be helpful in guiding the council's deliberations:

1. Are the students the central focus of our deliberations?

2. Do we have systematic procedures for problem solving and do we follow them when making decisions?

3. Are we listening to each other?

4. Do our procedures promote trust?

5. Do we have full participation of our membership?

6. Are we responsive to the whole community?

7. Do our procedures result in broad school/community participation?

8. Are we properly responding to the measured needs of the school?

9. Are we seeing outcomes to the plans developed by the Council?

10. Do we usually resolve problems that we consider?

Based on the evaluation of this process, the council should be prepared to modify its procedures.

Guideline Update

These guidelines are subject to review and modification at a later date by the Board of Education.

VII. MONITORING

HIDDEN VALLEY

NEEDS ASSESSMENT SUMMARY

Achievement

The California Assessment Program (CAP) data have already been distributed to the schools. Grades 2 and 3 READING performance is above or within the comparison bands. However, Grade 6 READING is well below the band, and Grade 6 WRITTEN EXPRESSION is near the bottom of the band. The Comprehensive Tests of Basic Skills (CTBS) data are available for the past two years and follows:

READING

	RS	GE	%ile	RS	GE	%ile
Grade 3	60	4.3	65	45	3.5	63
Grade 4	66	4.8	52	62	4.5	58
Grade 5	55	6.0	54	50	5.6	58
Grade 6	64	7.1	55	60	6.5	56

MATHEMATICS

Grade 3	76	4.1	60	45	2.9	42
Grade 4	78	4.3	42	77	4.2	53
Grade 5	63	5.7	51	52	5.0	47
Grade 6	76	6.9	54	69	6.2	52

CTBS MATHEMATICS performance is somewhat lower than READING. If the staff finds that the CTBS objectives are essentially the same as those of the school, then it appears that the MATHEMATICS curriculum and instructional system need some examination and review. It is also conceivable that criterion referenced testing in both READING and MATHEMATICS could shed significant light upon directions for instructional improvement. Length of instructional time in MATH may also need to be evaluated.

Staff Development

Teacher Needs Assessment survey items receiving the highest concentration of interest for staff development purposes were:

#10	instilling initiative in students
#8	facilitating pupil self-concept
#12	individualized instruction
#21	Diagnosing learning problems
#34	using staff resources

School Climate

86 parents, 30 teachers and 14 School Site Council members responded to the Climate Survey. For a detailed analysis of climate responses by groups, the reader is referred to the graphs identifying perceived conditions as compared to desired conditions.

In general climate factors, cohesiveness was seen as a concern by all groups. Program determinants demonstrated concern for conditions pertaining to learning (flexibility in curriculum and support for the learner) by teachers and Site Council members.

Teachers reflected the greatest dissatisfaction in process determinants problem solving and effective communications. Site Council and teachers expressed interest in improving the supportive and efficient logistical system which pertain to acquisition of and access to materials and cooperative budget development.

The School Site Council should first address the needs cited above in their staff development proposals for implementing project funding.

HARVEY R. WALL,
Project Director - #3041

INDIVIDUALIZED SELF-ASSESSMENT

This form is designed to enable the educator to examine the many competencies required and essential to success in the field of education and to identify areas of needed improvement. This individualized self-assessment will then serve as the basis for future self-selected or district sponsored professional growth inservice endeavors.

INTRAPERSONAL

1. Ability to live with ambiguities of change, conflict and consensus
2. Patience
3. Sense of objectivity
4. Understanding, appreciation, and respect for all fellow men
5. Trust in others
6. Ability to make the tough decision
7. Insight into personal values and perspectives which shape actions and decisions
8. Ability to listen
9. Ability to assess one's performance realistically

INTERPERSONAL

1. Ability to develop an atmosphere conducive to growth, personal development and goal achievement
2. Ability to involve individuals and groups in the decision-making process
3. Ability to develop human relations which encourages people to feel free to examine problems--personal and institutions, and to express opinions in reference to them.
4. Ability to perceive personal and group values and perspectives which shape actions and decisions
5. Ability to create rapport and satisfactory working relationships between groups with different functions but common purposes: students-faculty; faculty-administration; school-community
6. Ability to accurately assess group perceptions, relationships and attitudes

COMPETENCIES OF THE SCHOOL ADMINISTRATOR

Domain 1. Initiating and Responding to Change. Developing one's own framework for initiating and receiving proposals for change.

1. demonstrates personal commitment to the education of all students in the schools
2. supports the individual's need for personal development, for possible self-identification, for pride in ethnic background, and for respect of life styles of other cultural groups
3. respects the legitimacy of concern shown by parents and community regarding policies and operation of the schools
4. recognizes that interaction with the informal organization within a school is essential to the functioning and administration of the school
5. recognizes the power of primary groups of the informal organization and interacts with them accordingly
6. demonstrates a suitably "open mind," able to review new ideas and information without threat or discomfort and to deal with them with relative objectivity
7. designs strategies for initiating and managing proposals at an action level
8. monitors and supports processes and outcomes

Domain 2. Decision Making

1. recognizes when a problem exists and is able to identify it correctly
2. clarifies problems through acquisition of relevant information
3. determines what is fact and what is opinion
4. assigns priorities to completion of problem-solving tasks
5. seeks, identifies, and evaluates alternate solutions
6. understands types of decisions which can be made - e.g. terminal, interim, conditional - and the likely consequences of making each type of decision
7. seeks more information when necessary to solve a problem
8. understands legal, economic, sociocultural, and policy limitations on the decision-making process
9. distinguishes between decisions that are and those that are not one's direct responsibility in reference to both superior and subordinate personnel
10. establishes procedures for decision making in which community representatives, faculty, and students are active participants
11. involves those persons who will implement the results of a decision in the making of that decision
12. clarifies the commitments resulting from a decision to those who will carry it out and to those it will affect

Domain 3. Support for Instruction and Learning

1. distinguishes between fundamental and school instructional problems and symptoms of instructional problems
2. assures the continuing development of a curriculum design in each area of study
3. establishes and maintains unbiased schoolwide commitment to the academic achievement of all students
4. develops a student-centered program of instruction
5. shares with faculty learning theories which are pertinent to classroom instruction
6. executes a plan for developing understandings in the community of the instructional program in the school

7. develops a uniform system of evaluation of faculty performance which is
8. assists teachers to gain insight into the learning styles of children
9. develops methods for helping teachers gain insights into their own teaching styles
10. executes a plan for examining classroom dynamics by teachers
11. assists teachers in encouraging divergent and convergent thinking in the classroom
12. utilizes faculty members with unique competencies in a manner designed to remove "multiplier effects"
13. utilizes neighborhood, citywide, and statewide resources in the execution of the instructional program
14. maintains a relationship between current school programs for students and later vocational achievement
15. promotes student growth in aesthetic sensitivity and in constructive use of leisure time

Domain 4. Human Relations and Morale

1. initiates structure:
   delineates the relationship between oneself and the members of one's work groups
   establishes well-defined patterns of organization, channels of communication and methods of procedure
2. demonstrates consideration through behavior indicative of friendship, mutual trust, respect, and warmth in relationships between oneself and members of one's staff
3. demonstrates a range of techniques to involve the faculty in the effective formation of policy decisions which the faculty will have to implement
4. communicates promptly to teachers, information concerning problems of children in their classes
5. involves teachers in deliberations of guidance counselors, parents, and principal concerning children in their classes
6. shows support for the abilities of staff to teach and of the children to learn
7. communicates to parents information concerning major changes in school policy, curriculum, or teaching practice

Domain 5. Evaluating School Processes and Products

1. constructs and implements an evaluation design which systematically relates intention, observations, standards and judgments
2. executes an evaluation plan which stimulates rather than inhibits the personal and professional growth of individuals in the school organization (students, faculty, parents, community members)
3. relates evaluation to ongoing decisions and actions of the organization and its environment

Domain 6. Responding to Problem Situations

1. demonstrates sensitivity to role-identification of his co-workers
2. acts to reduce problems resulting from role-conflict and role-ambiguity
3. recognizes the varying roles of individuals within a working group and thereby facilitates group process
4. understands the dimensions of organizational climate and his role and function in establishing or changing the climate in a school

5. recognizes that conflict can lead to beneficial change and therefore "manages" conflict toward positive resolution
6. plans and introduces range of structures, techniques, and processes for effective conflict management, focusing on efforts to keep the energies of group members directed toward goals consonant with those of the organization
7. makes use of change agents from outside the schools to create a temporary social system within the school for the express purpose of facilitating change
8. delegates responsibility for problems to appropriate subordinate levels when problems can be treated effectively at those levels.

BOARD OF EDUCATION EFFECTIVENESS
by the
Superintendent's Cabinet

April, 1978

I LIKE

1.0 BOARD ATTITUDE	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.1 Objective attitude of Board members.					
1.2 Your fantastic dedication of time and energy to a largely thankless job.					
1.3 The consideration you show to everyone.					
1.4 The tremendous commitment you try to make to this community.					
1.5 The way Board members serve the needs of students and avoid vested interests.					
1.6 Your genuine interest in the educational welfare of children - as contrasted with possible vested interests.					
1.7 The dedication demonstrated by all Board members.					
1.8 Their sincere interest in the students' educational program, the teachers, and the general welfare of this District.					
1.9 Their expressed interest in total educational program.					
2.0 BOARD MEETINGS					
2.1 Consent calendar.					
2.2 The increased involvement as human beings with the audience.					
2.3 The Board's treatment of individuals (staff) during presentations before the Board.					
2.4 Your willingness to speak out, show honest feelings and challenge some people as needed.					
2.5 Your willingness to get input from staff before going into Board deliberations.					
2.6 Board members alerting staff to their questions and concerns before the questions are raised in public meetings.					

3.0 BOARD-MANAGEMENT TEAM RELATIONS	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
3.1 The respect Board and administration show for each other.					
3.2 The Board's general support of the Management Team.					
3.3 The firm position taken by the Board during the teacher strike.					
4.0 DECISION-MAKING					
4.1 Ability of Board to make difficult decisions and stand up for them.					
4.2 Your courage!					
4.3 Your unity. A united front is a strong front.					
4.4 The way the Board hangs in there.					
4.5 The way the Board hangs together after a decision is made.					
4.6 The emotional and moral strength demonstrated by this Board.					
4.7 Their willingness to take stands on vital educational issues after receiving input.					
4.8 Their receptivity to input from the staff as part of the decision-making process.					
5.0 INFORMED BOARD					
5.1 Your commitment to being informed.					
5.2 The clear evidence you have done your homework.					
5.3 The way you pitch in and roll up your sleeves - as you did in the strike.					
5.4 Board members doing their homework before Board meetings.					
5.5 The willingness of the Board to meet and seek information regarding negotiation, rap session, etc.					
5.6 Board members' attendance at workshops and conferences to improve their knowledge about educational programs.					
5.7 Your study of the agenda, budget and District affairs. You are knowledgeable.					

6.0 PROGRAM VISITATIONS	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
6.1 Your school site visitations and contact with site personnel.					
6.2 The Board's efforts to become directly acquainted with people and programs in the District.					
6.3 Your availability to citizens and staff.					
6.4 Board members devoting time to visit schools and programs.					
6.5 The fact that you know many people in the District.					
6.6 The frequent visits to schools.					
6.7 Board members' visits to schools.					

I WISH YOU WOULD

1.0 POLICY AND ADMINISTRATION IMPLEMENTATION					
1.1 Strive to identify and observe distinction between policy determination and direct administration of programs.					
1.2 The Board members would resist temptation to make administrative level decisions - probably an outgrowth of being familiar with programs and procedures.					
1.3 You would reduce the length of time devoted to details and more time to policy and guidelines.					
1.4 Individual Board members would clearly separate policy issues (the Board's responsibility) and procedural issues (the administration's responsibility).					

2.0 CRITICS					
2.1 Some members are too susceptible to persuasion from critics.					
2.2 When District antagonists make accusatory statements regarding procedures or staff, that good judgment be used in weighing those statements.					
2.3 Be receptive to public input and concerns but not prejudge the situation, and then without showing a bias gather data before you draw conclusions.					
2.4 Be a little more cautious in terms of your actions inviting negative verbiage.					

3.0 BOARD MEETINGS	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
3.1 Board president would keep the public hearing separate from Board discussion and decision time at Board meetings.					
3.2 Tighten up Board meetings - the shortest agenda sometimes lasts the longest.					
3.3 Follow parliamentary procedures.					
3.4 Don't deviate from procedure at meetings; once public discussion is closed, don't let audience comment.					
3.5 Board meetings are not lecture sessions; take action, end early, then talk with people.					
3.6 When outright misstatements of fact are made, correct them. (Not "personality" differences, but incorrect "facts.")					
3.7 The Board would develop procedures to streamline Board meetings.					
3.8 The Board would review the staff-Board seating pattern for meetings.					
3.9 Refrain from "inservice training" of the audience.					
3.10 Watch "side comments" during Board meetings when the mike is still on and the radio station is picking up the conversation.					
3.11 Reduce length of Board meetings.					
3.12 If you have questions, contact person responsible prior to meeting and alert them of your question.					
3.13 Be more assertive/affirmative in trying to get more information from staff before Board meetings.					
3.14 Control meetings so they do not run so long.					
3.15 After input is received, do not allow any more comments from the audience unless Board has questions.					
3.16 Exercise greater control over the behavior of some members of the public and teacher groups as they attempt to monopolize the Board's time to serve all the people.					
3.17 Some members would refrain from tendency to respond to everyone who speaks from the audience.					

4.0 MISCELLANEOUS	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
4.1 Be extremely careful of public statements made as individuals, but so easily construed as official expression of Board position.					
4.2 Try to keep the Information Office aware of your activities, visitations, specific program interests, etc. (It's valuable background information.)					
4.3 All decisions be clearly related to benefit children.					
4.4 There was enough money so you could try to improve programs more easily.					
4.5 Continue to show an interest in the educational and general programs within our School District.					
4.6 Wish you would more closely follow the agreements we reached using the decision-making matrix.					

306/7
4/6/78

MT. DIABLO UNIFIED SCHOOL DISTRICT

PROPOSED PARENT SURVEY

The Mt. Diablo Unified School District would like to know your opinions about each of the subjects listed below. We welcome your comments. We are asking 10% of the parents at each school, who have been selected at random, to participate in this survey. Every questionnaire is extremely important. Please return this questionnaire as soon as possible in the enclosed, self-addressed, stamped envelope, so that tabulations of results can begin. Thank you for your assistance.

Board of Education

	% Yes	# Yes	% No	# No	# Information No
1. Do you feel that the school is placing the proper emphasis on the basic skill subjects, such as Reading, Math, English Language?					
2. Do you feel that your child has an opportunity to participate in a sufficient variety of educational experiences, such as media center activities, field trips, creative and cultural arts, etc.?					
3. Do you feel student discipline is properly handled at the school? If not, what do you recommend? (Please comment below.)					
4. In general, do you feel your child likes school?					
5. Do you feel you are being adequately informed about your child's learning progress?					
6. Do you feel the school facilities are reasonably well maintained?					
7. Are you made to feel welcome at the school?					
8. Do you feel the other employees at your child's school, such as secretaries, aides, and custodians are effective in their contacts with members of the community?					
9. Do you feel your child's teacher(s) is responsive to your concerns?					
10. Do you feel your principal is responsive to your concerns?					
11. Do you feel the Superintendent is providing proper leadership for our schools?					
12. Do you feel the School Board is providing the proper direction for our schools?					

Comments _____